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THE UNIVERSITY OF ALBERTA

TRANSACTIONAL ANALYSIS WITH CHILDREN

by

NORMAN E. AMUNDSON

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

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THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled Transactional Analysis with Children submitted by Norman E. Amundson in partial fulfilment of the requirements for the degree of Doctor of Philosophy.

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ABSTRACT

The major thrust of the research project was the development and evaluation of an educational human development program. The program was designed for use with children (ages eight to twelve years) and was based on the transactional analysis model.

The Transactional Analysis with Children (TAC) program was developed during a pilot project. The results of this preliminary research were quite promising and encouraged further study. An extensive and systematic evaluation of the TAC program was then undertaken. The assessment procedures were of both a 'formative' (process oriented) and 'summative' (outcome oriented) nature.

The research study involved the participation of thirty volunteer elementary teachers (grades three to six) and their students. The teachers used the program during their regular social studies period. They were assigned to two groups, with group I using the TAC program during the first month while group II waited until the second month before starting with the program.

The formative assessment was essentially an exploratory process aimed at determining what types of changes the various TAC lessons facilitate and what program elements require revision. In addition to personal observations, perspectives from outside evaluators, teachers, and students were obtained to fulfill this aspect of program evaluation. In each case the program was evaluated

along the dimensions of lesson content, approach and objectives.

The summative assessment involved an overall evaluation of the effect that the TAC program had on the students. The three hypotheses of the study were as follows: (a) there will be a significant increase in self esteem; (b) there will be a significant increase in peer acceptance; and (c) there will be a significant increase in the degree of internality (or conversely a decrease in externality).

The formative results helped to identify weak points in the program and these were improved in a revised edition. Overall, the program was considered successful by both teachers and students.

The summative and formative results supported the first two hypotheses. The third hypothesis, however, was not supported by the summative results despite indications in the formative section that there was an increase in understanding of self and others. A possible reason for this discrepancy was discussed.

The encouraging results suggest that the TAC program would be a welcome addition to any school curriculum. It is time that educators address themselves to the issue of self development, perhaps the most pressing personally relevant issue.

ACKNOWLEDGEMENTS

In acknowledging the many persons who assisted me with the research project, it is appropriate that I begin with my family. They all provided continual encouragement and inspiration and were actively involved in the preparation of the research data. My sister, Juverna, also took valuable time off from her studies to type the dissertation. I am eternally grateful for the unlimited assistance that was unconditionally provided.

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Norm Amundson, Edmonton, Spring, 1975

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CHAPTER ONE

INTRODUCTION

The elementary classroom has traditionally been concerned almost exclusively with the development of technical skills (Lewis, 1968). There has been very little concentrated emphasis on programs aimed at personal development. This has been changing somewhat in recent years and it is now recognized by some educators that there is a need to introduce programs aimed at promoting the understanding of self and others along with the traditional curriculum (Dinkmeyer and Ogburn, 1971; Michael, 1968; Wilhelms, 1970; Foshay, 1970; Nadler, 1973). Personal development does not operate in isolation from the traditional task of academic achievement. There is a significant interaction effect between the two areas as studies by Coopersmith (1959) and Brookover, Patterson and Thomas (1964) have indicated.

It is generally agreed that personal development programs should be introduced at all grade levels, but particularly in the elementary grades (Schulman, Ford and Busk, 1973). The introduction of personal development programs into the schools involves a somewhat different process than that which is used with remedial service programs (Bedrosian, Sara and Pearlman, 1970). Rather than dealing with a few isolated individuals, services are extended to entire classrooms. This is best accomplished by using teachers rather than school counsellors. The counsellor is in a position to act as consultant,

but the regular classroom teacher is usually in a better position to establish rapport with the children.

Several formalized guidance programs (DUSO, the Magic Circle, Focus) have been proposed in response to the need for some type of human development classroom program (Dinkmeyer, D., 1970; Bessell and Palomares, 1970; Anderson and Henner, 1972). There is still, however, ample room for expansion in this area. Program development is at an introductory level and there is a good deal of experimentation with different types of approaches (Hawes, 1969; Altmann and Firnesz, 1973; Bedrosian, Sara and Pearlman, 1970).

It is the purpose of the study to pursue the possibility of using some aspects of the transactional analysis system as a method of enhancing personal development. Transactional analysis is a psychological approach which has been used since about 1954. The theory, founded by Eric Berne, appears to be a unique synthesis of ideas from several branches of psychology. The basic terminology is nontechnical and easily understood by both children and adults.

Some aspects of the transactional analysis approach are based on the "teacher-learner" mode of interaction and seem particularly well suited to the classroom situation. For example, it is postulated that an exposure to the transactional analysis conceptual framework may encourage a cognitive reorganization (Erksine, 1973). If persons are provided with a different system of structuring their cognitive world, they will increase their understanding of themselves and others and will be in a better position to make necessary changes. This position is supported by Ojemman (1954) whose investigations

showed that children in the elementary grades can begin learning about the dynamics of human behavior and apply their knowledge in their relations with others.

Several authors (Freed, 1971; James, 1969; Piehl, 1969; Boyce, 1970; Hesterley et al., 1974; and Mannel, Piehl and Edwards, 1968) have commented on the suitability of transactional analysis for children, but there has been no systematic research in the area. In view of this fact it was decided to proceed with a pilot project which involved the development and application of a transactional analysis program with grade four students. This project was completed and a copy of the findings appear in Appendix L. The major thrust of this preliminary research was the development of a transactional analysis program and the demonstration by testing (despite the many shortcomings of the study) that this type of program might lead to positive changes in terms of internal-external locus of control and self esteem.

Because of the promising results of the pilot project, it was decided to continue working with the Transactional Analysis with Children (TAC) program (see Appendix M). The evaluation of this program proceeded in a systematic and experimental fashion in two directions. On the one hand, there was an interest in an intensive examination and evaluation of the program content, approach, and objectives. It was anticipated that this type of 'process' evaluation "should ascertain what changes a course produces and should identify aspects of the course that need revision" (Cronbach, 1969, p. 372). Scriven (1972) refers to this type of evaluation as 'formative' and draws attention to another more conclusion oriented ('summative')

form of evaluation. This type of evaluative procedure emphasizes the analysis of various standardized outcome measures. In order to produce a balanced analysis of the TAC program, both forms of evaluation were utilized.

CHAPTER TWO

THEORY AND RELATED RESEARCH

A. Transactional Analysis Theory

1. Structural Analysis

The notion of ego states stands as one of the major cornerstones upon which transactional analysis is based (Steiner, 1971). Berne (1961, p. 17) defines an ego state in the following manner:

> "An ego state may be described phenomenologically as a coherent system of feelings related to a given subject, and operationally as a set of coherent behavior patterns; or pragmatically, as a system of feelings which motivates a related set of behavior patterns."

Berne (1964) claims that each individual has only a limited repertoire of such ego states. These can be sorted into the following categories: a. exteropsychic (Parent) - an ego state which emphasizes the collection of rules for living which have been learned from parents or other authority figures; b. neopsychic (Adult) - an ego state which is autonomously directed towards a logical appraisal of reality; and c. archaepsychic (Child) - an ego state which was established in childhood and represents the creative and imaginative, angry, hateful or loving, impulsive, intuitive, spontaneous and fun-loving ways of being. Within these broad categories there are certain subsections and both the Child and Parent ego states can be subdivided (Berne, 1963). The Parent ego state can be divided into "nurturing Parent" and "prejudicial Parent" responses. The nurturing Parent is often shown in supporting and sympathizing with another

individual. The prejudicial Parent, on the other hand, maintains dogmatic and disapproving attitudes. The Child ego state can be divided into "adaptive Child", "rebellious Child" and "natural Child" responses. The adaptive Child responds to Parental influences by utilizing compliance or avoidance. The rebellious Child, on the other hand, responds by open rebellion. The natural Child separates itself from the Parental messages and emphasizes intuitive, creative, spontaneous and fun loving responses.

At any given moment the individual can be acting from the Parent, Adult, or Child ego state. Each ego state is appropriate for certain situations, but the Adult ego state is placed in a somewhat more favored position within the transactional analysis system. The Adult "processes data and computes the probabilities which are essential for dealing effectively with the outside world" (Berne, 1964, p. 27). It also regulates the activities of the Parent and Child and mediates between them. A strong Adult is an essential requirement of a fully functioning individual. In many ways, the Adult ego state is similar to the Adlerian notion of a "creative self." The Adult and the Adlerian creative self are both capable of true self understanding and also have the ability to initiate and direct positive behavior change.

The ego states in transactional analysis theory are obviously connected to the Freudian concepts of superego, ego and id. There is, however, a major difference in that the former represent behavioral realities, while the Freudian terminology is mainly conceptual in nature (Berne, 1966). The ego states referred to in transactional analysis are actually much closer to the concept of ego functioning

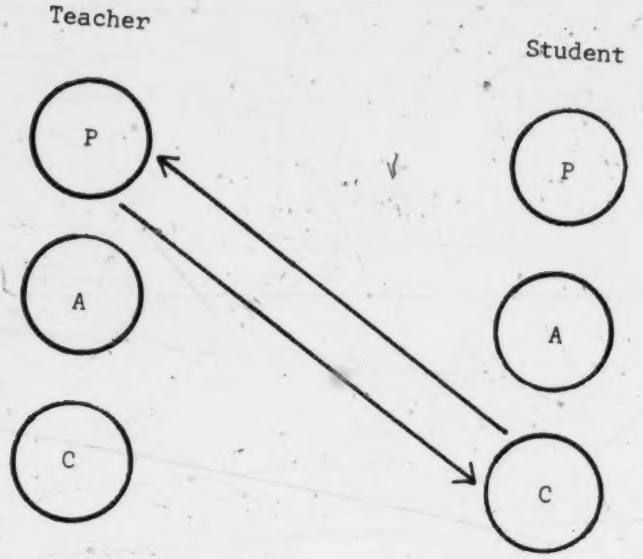
put forward by such neo-Freudians as Federn (1952) and Weiss (1950). These theorists outline a system of "ego psychology" which is based on the premise that ego states of former age levels (corresponding to the phenomenological experience of the various lived-through periods) are maintained in potential existence within the personality (Berne, 1961). Support for the theory of ego functioning comes from Penfield (1952) who provides neurological evidence which suggests that some aspects of our conscious experience are recorded in the brain and are capable of being recalled during the present moment.

2. Transactions

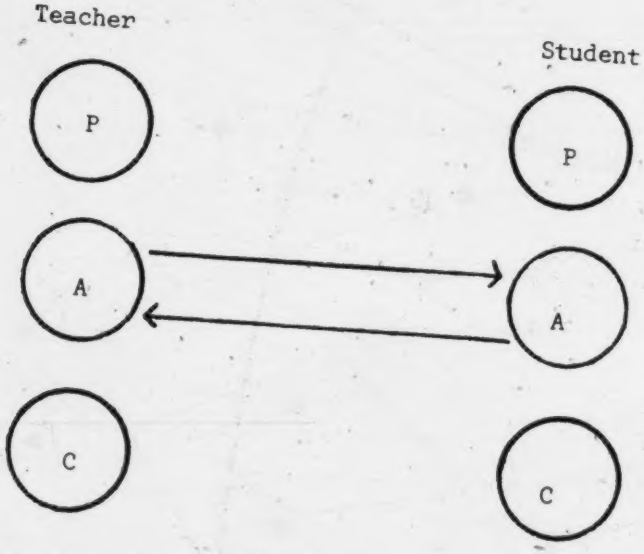
Berne uses the ego states as the structural components upon which to extend his theory into the social psychological realm. The basic unit of social intercourse is referred to as the transaction. Within the transaction there is a statement by one individual which leads to a response by another individual that is in some way linked to the original statement. One of the basic tasks of transactional analysis is to discover which ego state - Parent, Adult or Child - is initiating each statement (Harris, 1969). In delineating which ego state is involved it is important to be aware of the non-verbal as well as verbal content of the messages.

Transactions can be divided into two categories - parallel or non-parallel. In a parallel transaction the response is expected and encourages further dialogue. The essential feature is its ongoing nature. Listed below are two illustrations of parallel transactions:

FIGURE 1



Teacher: Quit talking!
Student: You're always picking on me.

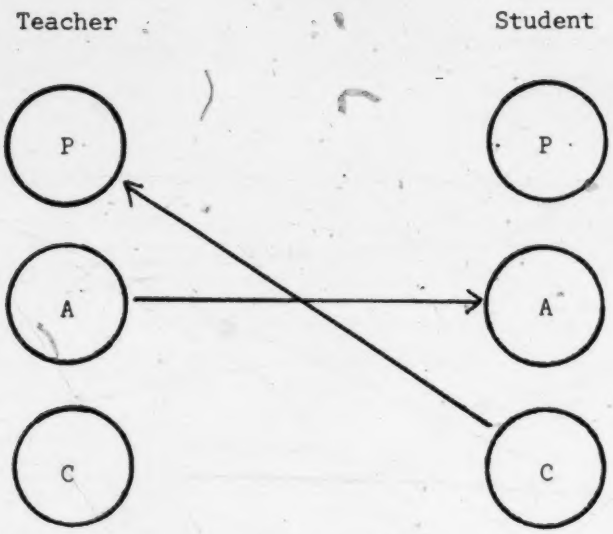


Teacher: What time is it?
Student: It is 7:00 o'clock.

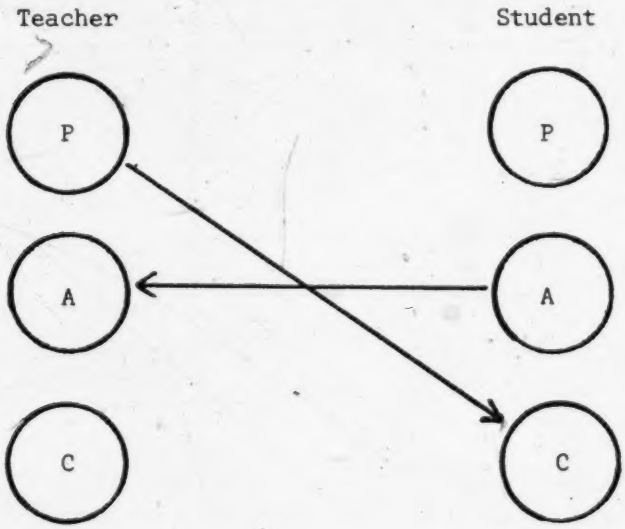
Examples of Parallel Transactions

The other type of transaction occurs when the communication vectors are not parallel. Under these circumstances discussion breaks down until there is a realignment of ego states by one or both of the individuals. Listed below are two examples of this type of transaction:

FIGURE 2



Teacher: Do we have any crayons?
Student: You're always blaming me for stealing the crayons.



Teacher: Get out of the way!
Student: You certainly seem upset today.

Examples of Non-Parallel Transactions

These transactions do not occur in isolation, but occur in chains which are highly predictable if the characteristics of the Parent, Adult and Child of each of the participants are known (Shapiro, 1969). The major motivational force behind these transactional chains are explained by the need for stimulation, the need for time structure, and the need for confirmation of role position (Steiner, 1971).

The need for stimulation (physical stroking and psychological recognition) is basic to the survival of each person (Berne, 1964). The process of appeasing this need is referred to as "stroking". Positive strokes (hugging, praising, and so on) are the most satisfying, but under deprivation conditions even negative strokes (yelling, hitting) are sought after (Steiner, 1971; Dreikurs, Grunwald and Pepper, 1971).

Another need focuses on the desire to establish a social matrix within which the person can transact with others (Steiner, 1971). Social situations are structured, or organized, to permit the exchange of strokes. There are a finite number of ways in which these situations can be structured and Harris (1969) organizes them in the following manner:

(a) Withdrawal - when the person finds himself with boring associates he withdraws into a fantasy world (where the stroking is good).

(b) Rituals - a programmed use of time where everybody follows a certain pattern. Only formal interpersonal contact is possible within this framework.

(c) Activity - a project such as preparing classroom decorations.

Interpersonal contact is possible, but only at a rather superficial level.

(d) Pastimes - "a type of social probing where one seeks information about new acquaintances in an unthreatening, noncommittal way" (p. 144). An example is the discussion of the various types of new cars.

(e) Games - Berne (1964, p. 48) has spent a considerable amount of time dealing with games and defines a game in the following way:

> "A game is an ongoing series of complementary ulterior transactions progressing to a well defined, predictable outcome."

The transactions within a game are basically ulterior and they are aimed at providing strokes for the player without the threat of intimacy. For example, a game player (A) may ask another person (B) to help him make a decision. Player B offers several solutions, but player A counters each proposal. The game continues until both players give up in frustration. The payoff in the game is a prolonged period of recognition and attention in a structured situation, there is also an affirmation of existential role position.

(f) Intimacy - in the intimate relationship the Adult in both persons allows the natural Child to emerge. There is an unconditional acceptance of the other person and the mutual exchange of positive strokes. The promotion of more intimate relationships between people is a goal of transactional analysis.

The final basic human need emphasizes the desire to vindicate certain fundamental life-long existential positions (I'm OK - You're OK;

I'm not OK - You're OK: I'm OK - You're not OK: I'm not OK - You're not OK). These positions are decided upon early in life and need continuous reaffirmation. They reflect a person's general orientation toward himself and other people. Harris (1969) indicates that the "I'm not OK - You're OK" position is adopted by most people but there is a possibility of moving to other positions as a result of interpersonal transactions. One of the goals of transactional analysis is to encourage people to examine their existential positions and hopefully come to the new decision - I'm OK - You're OK.

3. Script Analysis

The various types of transactional patterns are only fully understood through the concept of life scripts. A script represents a blueprint for a life course and is adopted by a person (through the Adult ego state) at a relatively young age. From this time on, the person gears all his actions in a manner consistent with his life plan. This blueprint for action remains uninterrupted unless the person reexamines his decision at a later date through the Adult ego state and arrives at an alternate decision. For many people the moment of reexamination never arrives and as a result they live their lives fulfilling a life plan which was derived at an age when the Adult ego state was operating at a distinct disadvantage (if only because of lack of information).

One theorist who seems closely aligned with script theory is Eric Erikson. Erikson's (1968) concept of identity is similar in many respects to the concept of scripts. One of the major differences,

however, is the fact that Erikson is unwilling to deal with self-destructive or negative life plans as true identities. He chooses to categorize these negative life patterns under the heading "identity diffusion". In transactional analysis all life "careers" are regarded as "the result of ego-mastery and adaptation to the environment and therefore true identities - whether adaptive or self-destructive, whether or not they are considered to be socially redeeming" (Steiner, 1971, p. 65).

Another theorist, Alfred Adler, uses the concept of life style to refer to something closely analogous to life scripts. Berne (1972, p. 58) indicates that "Adler comes the closest to talking like a script analyst." The following statement by Adler (1964, p. 27) makes this quite apparent:

> "every one possesses an 'idea' about himself and the problems of life - a life pattern, a law of movement - that keeps fast hold of him without his understanding it, without his being able to give any account of it. This law of movement arises within the narrow compass of childhood. It develops by utilizing freely, and without much discriminating selection, innate powers and the influences of the external world; nor is this process restricted by any action that can be mathematically formulated. It is the artistic work of the child to direct and use for his own purpose all 'instincts' and 'impulses' as well as the impressions received from the external world and from education."

For Adler, the individual is guided by fictional goals (expectancies for the future) which are decided upon early in life by the creative self. These fictional goals are incorporated into a particular life style and from then on experiences are assimilated and utilized according to the life plan.

B. Transactional Analysis Therapy

It is possible to conceptualize the various therapeutic systems in terms of the ego state predominantly used by the therapist. For example, Reality and Rational Therapy seem to approximate the Parental mode of functioning. Psychoanalytic and non-directive therapies, on the other hand, appear to favor usage of the non-committed Adult ego state. With some of the more recent group therapies, the expression of feeling (Child) seems to be the predominant mode of interaction.

Transactional analysis therapy is designed to employ all three ego states. A certain amount of time is spent in Adult-to-Adult relationships (Work), but there is also room for expression of joy (Fun) and the usage of directive action (Command). By assuming this eclectic position, transactional analysis gains the flexibility and latitude to use a wide variety of techniques. A great deal of emphasis is placed on achieving effectiveness or Potency and as a result, the helper is free to use whatever method seems appropriate (Steiner, 1971).

Many of the techniques that are widely used in transactional analysis find their origin in Gestalt and Behavior Modification strategies. Within a group setting, behavior techniques such as contract formation and systematic desensitization are freely used by almost all transactional analysts. In addition to these techniques, James and Jongeward (1971) use gestalt strategies such as role playing, exaggeration of behavior symptoms, use of fantasy, encouragement of immediacy and focusing on feelings to promote experiential awareness.

Despite the wide variety of techniques that are allowed within the transactional analysis framework, there are certain guidelines along which therapy should proceed (Erksine, 1973). Thus, the choice of strategy is not completely random and should correspond to a certain standard.

There seems to be two basic processes involved in the therapeutic procedure. The first process focuses on the gaining of new insights. This is encouraged by having the client learn the transactional analysis system. Because of the heavy emphasis on transactions this goal is often best accomplished by having the client participate in a group situation (Berne, 1966). The various interactions within the group provide a good opportunity to examine personal transactions.

When the client is learning the transactional analysis system it is important to have his understanding grounded in both the experiential and academic realm. The techniques selected for presenting the system must take account of the total personality. Many gestalt strategies can be employed in this regard (James and Jongeward, 1971).

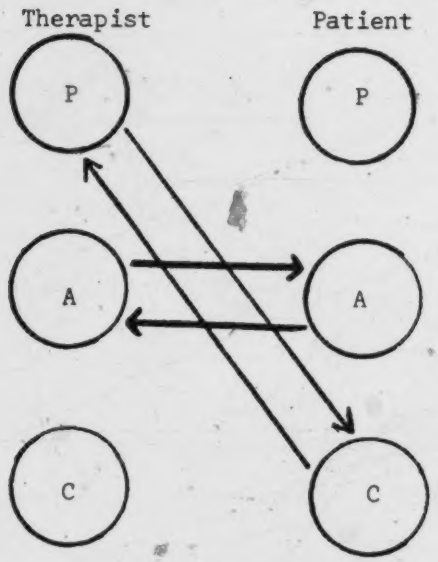
This first process differs somewhat from other insight therapies (for example, psychoanalysis) in that the conceptual system is not only used by the therapist, but is passed on to the client in terms that are meaningful to him as well as to the therapist. Harris (1969, p. 15) indicated that "the question has always been how to get Freud off the couch and to the masses". Transactional analysis holds out the promise of a new psychotherapeutic vocabulary and

conceptual system that is easily understood by the layman as well as the professional. Once the transactional analysis framework is understood by the client, more effective communication with the therapist is possible. The client is also in a better position to apply his new understanding to the various problem areas in his life. Thus, just learning the system is considered to be enough to promote change in some areas.

The second process involves putting some of the new insights into systematic concrete action. In this respect, it is very similar to behavior therapy and employs many of the same techniques. Specific behavioral goals are outlined and contracts are established with the therapist and group members.

To help the client fulfill his contract the transactional analyst gives him the permission (a Parent to Child transaction) to disobey a learned parental injunction and then provides him with the rationale for this new behavior (an Adult to Adult transaction). For example, with the alcoholic it might be as follows:

FIGURE 3



Therapist (P): Stop drinking.
Patient (C): O.K.

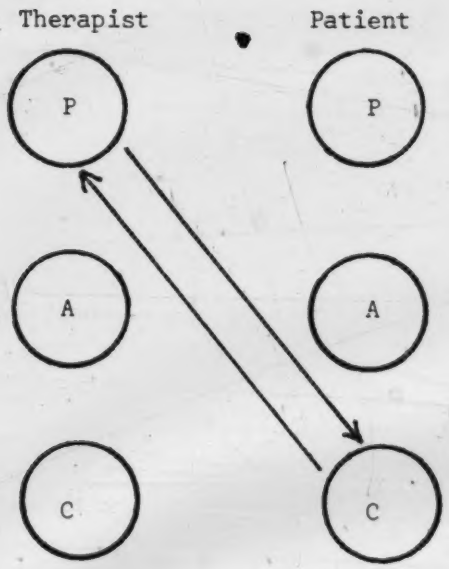
Therapist (A): You have to stay sober to keep your job.
Patient (A): That makes sense.

(Steiner, 1971, p. 144)

Example of Permission Transaction

The therapist must also provide a certain amount of protection for the client when he is trying to keep the contract. Because the therapist has countered a parental injunction, he must offer his personal support (for the first few months) until the client is able to become more independent. Steiner (1971, p. 161) states that "the patient, having taken the therapist's Permission to disobey his parent's injunction, finds himself in a temporary state of panic and existential vacuum during which he needs temporary protection by the therapist." An example of the protection transaction is as follows:

FIGURE 4



Patient (C): I am scared.
Therapist (P): Don't worry, everything will be O.K.

(Steiner, 1971, p. 144)

Example of Protection Transaction

In the final stage of treatment the emancipation of the Adult ego state is achieved. The client is no longer laboring under decisions which were made at an infantile level. There is increased energy flow between the ego states and the client has the ability to plot his life course along dimensions which are relevant to the present moment.

This end point in treatment is not that dissimilar from other definitions of the healthy personality. Such characteristics as freedom, expressiveness, spontaneity, responsibility, and independence are common to most psychological theories (Allport, 1969). What is somewhat unique to transactional analysis is the special way in which personality is conceptualized and the way in which the treatment techniques are applied.

C. Transactional Analysis Research

The transactional analysis literature is conspicuously lacking in reports of empirical research. Most of the emphasis has been on clinical observations and theoretical discussions. This is not a particularly satisfying situation and Hurley (1973, p. 33) makes the following statement:

> "Only hard and verifiable evidence will permit transactional analysis to move toward a more respected position within the scientific community. Case studies and other uncontrolled observations which are not publically verifiable carry little weight in scientific circles."

One of the key research studies in this area deals with the effectiveness of transactional analysis with juvenile delinquents (McCormick, 1973). In this study, transactional analysis was compared with behavior modification. The results indicate that both methods were equally effective in promoting positive behavior changes. McCormick (1973, p. 14) indicates that this is not that surprising if we examine the similarities between the two systems:

> "Both methods are based on similar theories of learning (Berne says people learn to do as they're told very early in life; Skinner says they learn to do what is immediately reinforced by the environment); both systems are contractual; both encourage the use of social reinforcers (stroking); and in the long run, both promote self-management."

It is hoped that in the upcoming follow-up study there will be indications of more long term gains for the transactional analysis group.

Another research study deals with using transactional analysis as a means of teaching writing in the high school (Beckstrand, 1973). This is of particular relevance for this research project since it

demonstrates that the transactional analysis system can be used in the classroom. Although there were no significant changes in terms of written expression, there were significant changes in internal locus of control. Beckstrand (1973, p. 163) indicates that there was a changing of "bickering, shouting, uncooperative groups into congenial, helpful, reasonably interested students willing to pursue their own needs and desires in a productive fashion."

D. Transactional Analysis with Children

Although the transactional literature deals mainly with adolescence and adults, there is some reference to its usage with children (ages seven to twelve). The following authors - Freed, 1971; James, 1969; Piehl, 1969; Hesterly et al., 1974; Boyce, 1970 and Mannel, Piehl and Edwards, 1968 - indicate that they used transactional analysis with this age group and found it to be quite useful. The consensus is that the transactional analysis system can be learned by the children if it is presented in a creative and entertaining fashion. Unfortunately, the information that is presented is rather incomplete and does not deal fully with developmental factors. There is a need to go beyond this information and consider other theoretical developments.

In view of the close connection between transactional analysis theory and neo-Freudianism, it is useful to consider the developmental framework from this perspective. Erikson (1963) indicates that the first six years serve to set the stage for 'entrance into life'. After this point the child enters school and receives systematic instruction as preparation for his entrance into the working world. This is a

period of relative calm and is referred to as the 'latency' stage. Erikson (1963, p. 260) describes it in the following manner:

> "it is the latency stage because violent drives are normally dormant. But it is only a lull before the storm of puberty, when all the earlier drives re-emerge in a new combination, to be brought under the dominance of genitality."

Thus, the latency stage is an ideal time for learning. Sexual concerns have hopefully been resolved and the child is free to devote himself to exploring and mastering his human environment. This involves the acquisition of technological skills, but it also involves increasing the understanding of self and others. The child's social horizons have expanded beyond the family limits and the child must learn to deal with a wider variety of people and events (Cameron, 1963).

In terms of cognitive development, the work of Jean Piaget seems particularly appropriate. He has endeavoured to trace the growth of cognitive capacity from birth to maturity in normal subjects and has presented a relatively complete developmental framework. He describes the cognitive processes in children from ages seven to eleven as being in the concrete operational phase (Inhelder and Piaget, 1958). In this phase, the ability to classify emerges, systematic thought and groupings are possible, and number and class relations appear. In terms of rules, the child is beginning to realize their importance in social interactions (Ginsburg and Opper, 1969). This often develops into a rather legalistic orientation in which the rules are regarded as separate (external) from the persons making them. The rules are regarded as somewhat sacred and are not open to change,

even through mutual consent. This phase is followed by a formal operational period (from twelve years) in which the individual develops the ability to move beyond concrete events. Gowan, Coole and McDonald (1967, p. 211) state that the person in this stage "is able to think beyond the present tasks, form theories and hypotheses, and experiments to prove them. He can think and reason logically." There is a genuine cooperation in terms of rule usage and it is accepted that the rules can be changed by mutual agreement.

In view of this developmental information certain conclusions can be drawn regarding the applicability of transactional analysis with children (ages seven to twelve). Erikson (1963) indicates that there is certainly a readiness for learning at this age level. The child is relatively free from intense emotional conflicts and is able to devote his full energy to understanding the world around him. Piaget (Inhelder and Piaget, 1958) suggests that the child's cognitive apparatus at this stage is basically tied to concrete events and any presentation of material must take this into consideration. In summary, the child is open to new information as long as it is presented in a format that has its basis in the experiential or concrete realm.

E. Human Development Programs for Children

In recent years there has been a movement by several educators in the direction of affective education. This is a reflection of the desire to respond to the "whole" person, emphasizing social and emotional concerns as well as intellectual development. Despite the

overwhelming acceptance of this ideal, only a few persons have started translating the philosophical goals into practical classroom programs.

Most of the human development programs that have been proposed appear to have a similar orientation. Listed below are a few of the more popular programs along with a brief description of their espoused goals and approaches:

(a) DUSO - Developing Understanding of Self and Others

> "an educational program that focuses on the development of purposeful behavior that is personally significant and socially satisfying. The program helps the child with the self and with the social components of living. Experiences are designed to help the child become more aware of himself as a social being. The program helps the individual understand the purposive and causal nature of human relationships. As he becomes aware of his own purposes and goals, he becomes able to function more effectively with others and move involved in the educational process" (Dinkmeyer, 1971, p. 67).
>
> Approach: stories, music, puppetry, roleplaying and problem solving experiences.

(b) The Magic Circle

> Its purpose is to facilitate growth in three areas: (1) awareness of feeling; (2) self-confidence; and (3) social interaction (Bessell and Palomares, 1970).
>
> Approach: Discussion which allows children the opportunity to explore themselves and receive approval from others.

(c) Focus on Self-Development

> "Its overall objectives are to lead the child toward an understanding of self, an understanding of others, and an understanding of the environment and its effects. Its purpose is to bring out the child's ideas and feelings and to get him to think about them and act on them." (Anderson and Henner, 1972, p. 1)
>
> Approach: as with the DUSO kit, a multi-method presentation.

The programs all seem to have a certain amount of face validity,

but do not have a concise theoretical foundation. There is also almost a complete lack of research in the area. It appears that commercial development is running ahead of scientific pursuit in this particular domain.

The aim in this study is to introduce a human development program that does have a theoretical basis (in transactional analysis theory) and to provide some research findings on it. The particular goals of the program are quite similar to those that have been mentioned above, the only difference being that they have been translated from the transactional analysis system. These goals are as follows: increased personal insight leading to a feeling of mastery (internal control) over one's life condition; and improvement in self esteem and peer acceptance as the person moves close to an "I'm OK - You're OK" position and assumes more intimate and more game-free relationships with others.

CHAPTER THREE

METHODOLOGY AND DESIGN

A. Development of the TAC Program

It was the initial intention to evaluate a transactional analysis program that was developed by Freed (1971) for use with students from grades three to six (as was mentioned earlier, children in this age group are at an ideal stage for learning). The Freed (1971) transactional analysis program was based on the book I'm OK - You're OK by Thomas H. Harris. It dealt mainly with transactions and structural analysis and focused on increasing insight by having the children learn these particular aspects of the transactional analysis system. The program consisted of fourteen forty-five minute lessons which were designed to be read by the children or to them by the teacher. Group discussions were encouraged and a series of tests and exercises were included at the end of each lesson for further study.

The pilot project revealed that the program was unsuitable for the children and this led to several major modifications during the treatment procedure. The main problem with the Freed (1971) program was the fact that it overemphasized the abstract cognitive realm. In Piagetian terms, it was only appropriate for children operating at the formal operational level (ages twelve and over). In view of the fact that most of the children were operating at the concrete operational level, it was necessary to reorient the program toward the

experiential dimension. Listed below are some of the modifications that were made during the pilot study: a. Although the program outline was followed, there was an attempt to summarize the material and present it in a much shorter time span; b. Extensive use was made of art and role playing to communicate the various ideas; c. Several new exercises were added to the program; and d. An attempt was made to employ nurturing Parent and natural Child as well as Adult statements when presenting the material, the Freed (1971) program tends to restrict communication to the Adult ego state.

In view of the major modifications which were made to the Freed (1971) program, it seemed appropriate to proceed with the development of a different transactional analysis program which would incorporate many of the program changes. This new program would have essentially the same theoretical base, but would emphasize different methods of presenting the material. Thus, drawing on experiences from the pilot project and including some new information (Mosher, 1971), twelve lessons were prepared for use in the elementary classroom. These twelve lessons make up the Transactional Analysis with Children program and will be the basis for further investigation. As was stated earlier, there is an interest in both a 'formative' and 'summative' evaluation of the material.

B. Experimental Procedure

Thirty volunteer elementary (grades three to six) teachers participated in the research study. They were randomly assigned to two groups, with Group I using the TAC program during the first month while Group II waited until the second month before starting with

the program. This arrangement is outlined in the following design:

FIGURE 5

TEACHERS	Test Session 1	(One month time period)	Test Session 2	(One month time period)	Test Session 3
Group I	0	TAC Program	0		0
Group II	0		0	TAC Program	0

Experimental Procedure

The experimental procedure outlined in Figure 5 allows for an effective formative and summative assessment. The formative analysis is accomplished by examining from different perspectives the various aspects of the TAC program on a lesson by lesson basis. The summative analysis involves a comparative analysis of the outcome measures that are obtained through the monthly testing sessions.

This type of design allows all the participants an opportunity to use the TAC program. This avoids the ethical issue of denying the program to some persons in the study. It also provides a one month follow-up.

C. Formative Assessment

The formative assessment is essentially an exploratory process aimed at determining what types of changes the various TAC lessons facilitate and what program elements require revision. In order to accomplish this goal input from several different sources - personal observations; outside evaluators; teachers; students - was considered. In each case, an attempt was made to examine the TAC program along the following three guidelines: 1. lesson content - the material that was included in the program; 2. approach used in presenting the material i.e. slides, role playing, discussion, and so on; 3. program objectives - how the lessons do or do not contribute to improvement in self concept, more satisfactory interpersonal relationships, and increased understanding of self and others (ability to understand and use the transactional analysis concepts).

Initial program expectations were outlined and personal observation sessions were arranged in various classrooms. The observations from these sessions were formulated in terms of lesson content, approach and objectives.

The use of outside evaluators relates to an issue raised by Scriven (1972b). He makes the case for including outside "goal-free" observers to achieve assessment objectivity. Scriven (1972b) makes the following comment concerning this situation:

> "Typically, the staff evaluators are the actual authors of most of the tests in curriculum products, and responsible for some of the form and content of much of the rest. Finally, the staff person is likely to have occupational tunnel-vision with respect to the effects of the materials (or methods, etc.) - that is, a tendency to look mainly in the direction of the announced goals.

> Hence it now seems to me that a producer or staff evaluator who wants good formative evaluation has got to use some external evaluators to get it." (p. 2)

These external evaluators are called 'goal free evaluators' since they are not informed of the intended goals of the researcher. Scriven (1972b, p. 2) states that "the less the external evaluator hears about the goals of the project, the less tunnel-vision will develop, the more attention will be paid to looking for actual effects (rather than checking on alleged effects)."

Other educators such as Stufflebeam, 1972, Alkin, 1972, Popham, 1972, and Kneller, 1972 concede that goal free observation may be useful in bringing further perspective, objectivity and independence to evaluations, but feel that Scriven may have over-emphasized his point. There needs to be more definite results showing that goal-free evaluators do in fact make a significant contribution, and this needs to be weighed against financial considerations.

In this study an attempt was made to utilize outside evaluators, mainly as a check on the perceptions of the investigator. The outside observers were asked to accompany the researcher during several observation sessions. They were asked to make an independent assessment of the classroom situation and to frame their observations in terms of lesson content, approach and objectives. These observations were then examined by the investigator as one means of checking assessment objectivity.

The teachers using the program provided another perspective on the situation. They were asked to provide comments on each of the lessons and the program as a total unit in terms of the three

previously mentioned dimensions. In addition, they were required to rate the entire lesson and each of the components (lesson content; approach; objectives) on a five point scale. After the lessons were completed they provided an overall rating of the TAC lesson content, lesson approaches, lesson objectives and the total program (see Appendix D).

The students were also included in the evaluation procedure. They were required to rate the program on a five point scale (similar to that used by the teachers) and were given the opportunity to provide their comments at the end of the program. They were asked to frame their comments in terms of the lesson material, the approach that was used, and what they got out of the program. The students were also required to write a short quiz (see Appendix E) on the various TA concepts presented in the program.

D. Summative Assessment

1. Hypotheses

In terms of a 'summative' evaluation, the objective was to assess the overall effect that the TAC program had on the children. The dimensions selected for evaluation of change were internal-external locus of control, self-esteem, and peer acceptance.

With regard to locus of control, the internal control dimension closely approximates some aspects of the Adult ego state in transactional analysis theory. The quality of independence and the expectation that one can influence external events through personal actions is reflected in the Adult ego state. If the treatment program is successful there should be a move towards the Adult and

a corresponding shift on the internal-external measure. Thus, the first hypothesis is that there will be a significant increase in the degree of internality as a result of participation in the treatment program.

The self-esteem measure relates to the existential position assumed by the person. Harris (1969) indicates that although most people operate from a position of "I'm not OK - You're OK", they should be operating from the position "I'm OK - You're OK". A move toward the "I'm OK- You're OK" position coincides with an increase in self esteem. This leads to the second hypothesis, which is that participation in the transactional analysis program will result in increased self esteem.

The peer acceptance index is closely aligned with the development of increased intimacy among the group members. This is another one of the transactional analysis goals and if it is achieved there should be more positive feelings towards one another. Thus, the third hypothesis is that there will be a significant increase in interpersonal attractiveness (peer acceptance) as a result of participation in the treatment program.

In summary, the three hypotheses of the study were as follows:

H_1: There will be a significant increase in the degree of internality (or conversely a decrease in externality) after participation in the treatment program.

H_2: There will be a significant increase in self esteem after participation in the treatment program.

H_3: There will be a significant increase in peer acceptance after

participation in the treatment program.

2. Instrumentation

(a) Internal-External Locus of Control

With reference to measurement of internal-external locus of control the Nowicki-Strickland (1973) Locus of Control Scale for Children was used to measure internal-external locus of control (see Appendix C). Internality is associated with the expectancy that reinforcement is contingent upon one's own behavior, while externality is associated with the belief that reinforcement is independent of personal actions and is controlled by luck, chance, or powerful others. A wide variety of research has been generated with adults in this area, but it is only recently that a scale for children has been developed. Nowicki and Strickland (1973) report that for children in grades three, four and five the split-half reliability is 0.63, and the test-retest reliability (six weeks apart using only children in the third grade) is 0.63. There was no significant correlation with socioeconomic level, achievement level, parental level of education and locus of control, or social desirability. Construct validity was checked by comparing the scale with the Bialer-Cromwell score (see Bialer, 1961) and with Rotter's (1966) instrument of internal-external locus of control. Significant correlations were found in each case, but it should be mentioned that high school students were used in the comparison with the Rotter scale. The Nowicki-Strickland scale has been used in several studies (Duke and Nowicki, 1971; Ludwigsen and Rollins, 1971; and Strickland, 1973) and in general the findings suggest that an internal

score "is significantly related to academic competency, to social maturity, and appears to be a correlate of independent striving, self-motivated behavior" (Nowicki and Strickland, 1973, pp. 153-154).

(b) Self-Esteem

The Coopersmith (1967) Self Esteem Inventory will be used to measure self esteem (refer to Appendix A). Coopersmith (1967, pp. 4-5) defines self-esteem in the following manner:

> "By self-esteem we refer to the evaluation which the individual makes and customarily maintains with regard to himself. It expresses an attitude of approval or disapproval, and indicates the extent to which an individual believes himself to be capable, significant, successful, and worthy."

Coopersmith (1967) indicates that persons who are high on self-esteem are generally socially independent, creative, assertive, and capable of more vigorous social action. Those with low self-esteem tend to be introverted, unimaginative, and lacking in self-confidence.

Construction of the Self-Esteem Inventory was based upon the Rogers and Dymond (1954) scale. Test items were selected from the scale and reworded for use with children eight to twelve years. Research findings indicate that there is no significant difference between the responses made by boys and girls (Coopersmith, 1959, 1967). Coopersmith (1967) reports that test-retest reliability for 1,748 children of diverse backgrounds and ability was 0.70 over a three year period. In an earlier study he reported that test-retest reliability for thirty grade five students over a five week interval was 0.88 (Coopersmith, 1959). Coopersmith (1959) also reported a significant relationship between self-esteem and sociometric status,

when school achievement was held constant, and between Iowa Achievement Test scores and self-esteem when sociometric status was held constant. His subjects were one hundred and two fifth and sixth grade children. In the Coopersmith (1967) study, an attempt was made to compare the self-esteem measure with other criteria i.e. behavior ratings by teachers and systematic assessments by their mothers. The findings indicate significant correlations between the scores on the Self Esteem Inventory and these other criteria.

(c) Peer Acceptance

The measurement of peer acceptance will involve the use of a sociometric technique. Northway (1952) and Northway and Weld (1957) indicate that a sociometric test can be used as a means for determining the degree to which individuals are accepted in a group. Brown and MacDougall (1973) have devised a Peer Acceptance Index which is suitable for this study (refer to Appendix B). This instrument was designed to measure the degree to which a pupil was accepted or rejected by his classmates. Each pupil rated all of the classmates on a five-point scale and a pupil's individual score was a composite of his classmates ratings. The degree of likeability among pupils was evidenced by a classroom or group average. In terms of reliability and validity, Brown and MacDougall (1973) do not report any supporting data. Northway (1952, p. 20) makes the following comment regarding this type of situation:

> "The usual measure of reliability and validity do not seem to be particularly appropriate for sociometry. Other tests such as those of intelligence and personality are based on the assumption that they are measuring a factor, capacity, or trait within the individual. Sociometry, however, is concerned with discovering the preferred relationships which are present in a group at a <u>particular</u> time. If each

individual discloses his preferences on the test honestly, the test is perfectly reliable and valid."

In view of this situation the results will have to be interpreted with a certain amount of caution.

3. Analysis of Data

The scores on the Locus of Control Scale, the Self-Esteem Inventory and the Peer Acceptance Index were analyzed using a group-within treatment design (Lindquist, 1953). Rather than using the individual scores, the analysis was based on the various group means. The two groups were compared using these scores. The analysis reverts to a two-way analysis of variance with repeated measures, the purpose being to establish generalizations about a population consisting of a large number of subpopulations (classes in which the teacher is interested in using a transactional analysis program with the children).

E. Procedure in Collecting Data

The teachers participating in the study came from nine public schools in the Edmonton area. These schools were spread throughout the city and there appeared to be a wide range of economic levels represented in the sample.

The elementary teachers (grades three to six) participating in the experiment were volunteers who indicated that they would be willing to use the Transactional Analysis with Children (TAC) program with their pupils. The only condition was that they would agree to present all the basic TAC material in a four week period.

Other characteristics of the sample are summarized in the following two tables:

TABLE I

Description of Teachers in Group I

Group I Teachers	Sex	Teacher Training (years)	Teacher Experience (years)	Grade(s) Taught	Number of Pupils in Class
a	M	4	10	6	29
b	M	4	7	4-5	26
c	F	4	5	5	28
d	F	4	7	6	27
e	F	4	6	4	21
f	F	4	3	3	24
g	F	4	4	4	19
h	F	5	30	4	29
i	F	4	8	3-4	22
j	F	4	14	5	27
k	F	4	5	3	26
l	F	4	5	5	23
m	M	6	5	5	29
n	F	4	1	4	23
o	M	4	25	3	28
MEAN		4.2	9.0	4.33	25.4

TABLE II

Description of Teachers in Group II

Group II Teachers	Sex	Teacher Training (years)	Teacher Experience (years)	Grade(s) Taught	Number of Pupils in Class
a	F	4	7	5	23
b	M	6	1	3	24
c	M	5	26	3	26
d	M	4	8	5	28
e	M	5	6	6	27
f	M	5	13	4	26
g	M	4	4	4	21
h	F	4	20	5	28
i	F	4	4	4	26
j	F	4	2	6	20
k	F	4	0	5	24
l	F	3	30	5	25
m	F	4	17	4-5	25
n	F	3	11	5	25
o	F	4	0	4	23
MEAN		4.2	9.93	4.57	24.73

A brief two hour instructional workshop was provided before the teachers introduced the TAC program into their classroom. In this

workshop the transactional analysis conceptual system was explained and they were shown how to use the program. The investigator also ensured that he was readily available for consultation during the treatment period.

Most of the teachers introduced the TAC lessons into their social studies period. Although the program did not quite match the existing curriculum, it seemed to fit best in this particular slot.

In view of the massive amount of testing that was required, all of the tests were administered by the teachers involved in the study. These tests were given on October 15, November 15, and December 16, 1974.

The researcher observed at least one session in every classroom. This resulted in at least three observation sessions for each TAC lesson. Four outside observers were also involved in observation sessions. Three of the observers were Ph.D students in the Department of Educational Psychology, University of Alberta, and the fourth observer was a student in the fourth year of Education with two years teaching experience. Each outside observer participated in two sessions and recorded their comments. All of the teachers recorded their observations on the evaluation form (see Appendix D) and handed in their reports at the end of the treatment period. The students gave their opinions and rating after the TAC program was completed.

CHAPTER FOUR

RESULTS

A. Formative Findings

1. Initial Expectations

When attempting to understand any process it is necessary to have some static reference point that can be used for comparison. The preliminary expectations of the researcher serve such a function in this type of formative analysis. The expectations will be summarized in terms of lesson content, approach and objectives.

With reference to lesson content, the intention was to design the TAC material in such a way that it could be easily understood by the children and used by them to analyze themselves and others. The material that was covered outlines a conceptual framework for understanding human behavior and also emphasizes the motivational forces (stroking). In addition it was the intention to provide the children with an opportunity to put this knowledge into practice in a series of nonthreatening situations.

A variety of approaches were proposed to present the lesson content. This was done so that the material would not become boring and repetitious. The use of creative and imaginative techniques helps to create situations which may then be pursued for their own sake, and thus lead on to actual discovery, or to verbal judgment and reasoning (Isaacs, 1966). It is important that the experiential as well as the cognitive dimensions be utilized since it is within this

dimension that much of the learning takes place.

Three basic objectives are postulated for the TAC program: 1. improvement in students' self concept; 2. more satisfactory interpersonal relationships in the classroom; and 3. increased understanding of self and others (an awareness of the TA framework and an ability to translate this into personal awareness and an awareness of others). The third objective is mostly related to a gain in insight, while the first two are the result of putting this knowledge into practice.

A more detailed breakdown of the expectations in regards to the individual TAC lessons is included in Appendix F.

2. Personal and External Evaluator Observations

Personal and external evaluator observations were framed in terms of lesson content, approach and objectives. The external evaluator reports served mainly as a check of the investigator's perceptions. There did not appear to be very many substantial differences between personal observations and those of the external evaluators (see Appendix G and H for an illustration). Usually the investigator's notes were more extensive and covered the major points brought out by the other person. One area that tended to be somewhat different was the extent to which the outside evaluators criticized the teaching ability of the various teachers. The investigator tended to be non-judgmental in this area, even though at times there were obvious negative situations being created in the classrooms.

The investigator was impressed by the extent to which the children seemed to grasp the material, although there were some weak points

(for example, the 'natural' ego state was confusing). Most of the children seemed to be able to apply this knowledge to the classroom and home situations which was also encouraging.

In terms of approach, the pupils appeared to enjoy the slides, puppets and role playing. The lessons focusing solely on discussion were not as well received.

It appeared that all three objectives (1. improvement in student's self concept; 2. more satisfactory interpersonal relationships in the classroom; and 3. increased understanding of self and others) were realized to some limited extent. The main question was whether these small gains would stand up over time.

Two other objectives which became apparent as the program progressed were as follows: 1. the creation of a non-punitive and positive language that could be used in student to student and student to teacher transactions, this language seemed to serve a very functional purpose and carried on with Group I long after the program had ended; and 2. an improvement in vocabulary (spelling) as a result of working with several new adjectives, this was noticeable in lessons eight and nine when the children generated a list of positive words and used them in describing each other.

A more intensive assessment of the individual lessons is included in Appendix J. A summary of the problem areas in the TAC program are listed below:

1. The 'natural' ego state was difficult for the students and teachers to understand. It would be more beneficial if this term was changed to 'playful'.

2. The role of the 'thinker' ego state is rather restrictive and relates

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2. The role of the 'thinker' ego state is rather restrictive and relates

only to the logical part of the personality. There is no reference to the 'thinker' as executive of the personality, serving in a support role to the other ego states.

3. Some of the slides need to be more directly related to ego state concepts, especially those dealing with the 'obedient' part of the personality.

4. A few of the slides are not very bright, thus making them less appealing.

5. The role playing approach needs to be introduced with some degree of caution in classrooms exhibiting high levels of aggression.

6. In lessons five and six the words benefits, discussion, and annoying are rather difficult and need to be reworded.

7. Discussion without the use of some other form of presentation was rather ineffective.

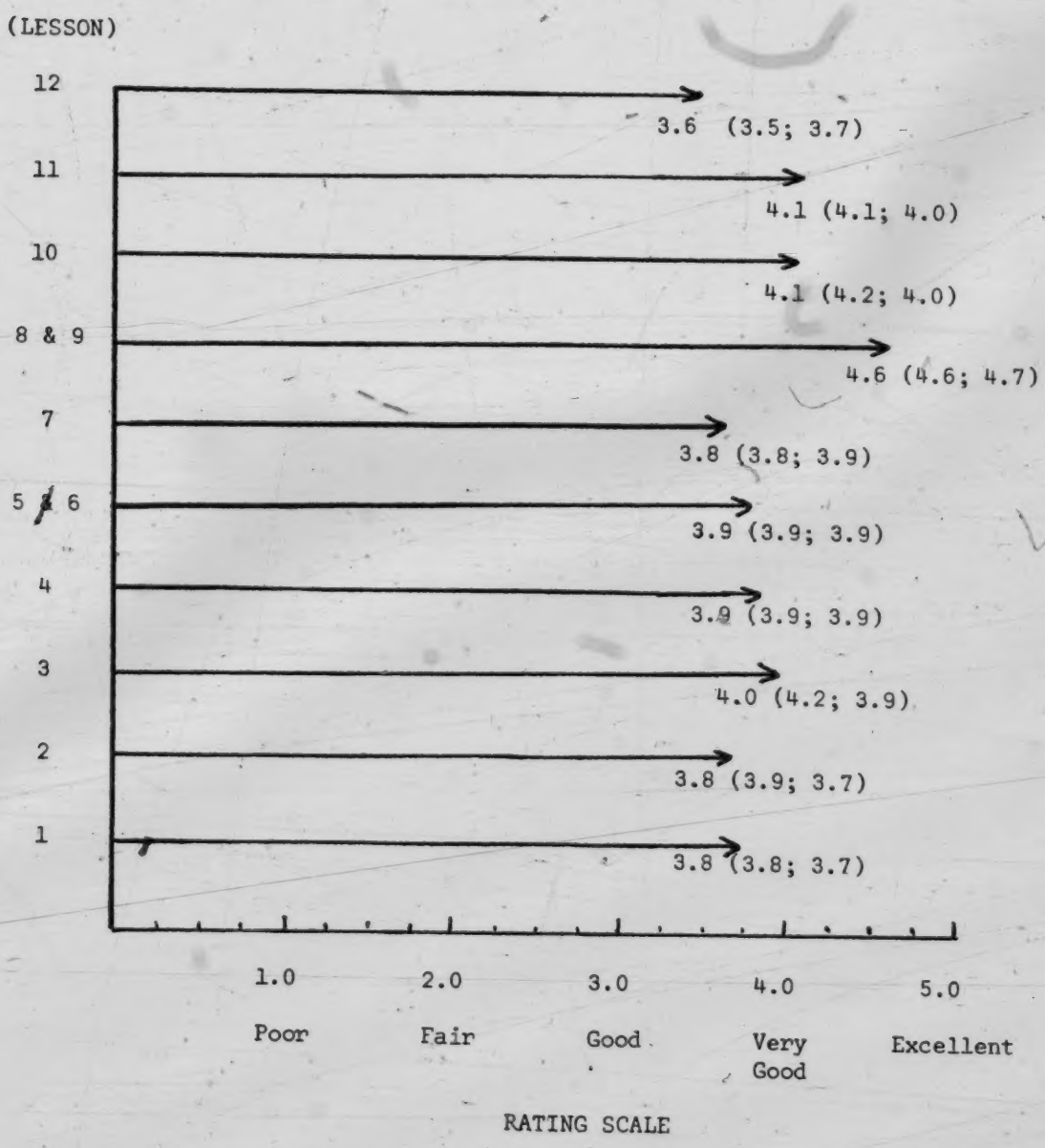
8. Some of the children had difficulty connecting the warm fuzzy story to the warm fuzzy and cold prickly concepts. There needs to be a more direct link in this regard.

9. The children seemed to relate very well to the concept of TA games, but the 'Whoops I'm Sorry' game was more difficult to understand and perhaps needs to be replaced. The 'Uproar' game would make a good alternative.

3. Teachers' Reports

The teachers rated the program using a five point scale on several dimensions in addition to adding their comments on the various lessons (see Appendix D). They gave a general rating of each lesson and the program as a whole. In addition, they rated each lesson and the total program in terms of lesson content, approach and objectives. The summary results of their ratings are listed in Figures 6, 7, 8, 9 and 10.

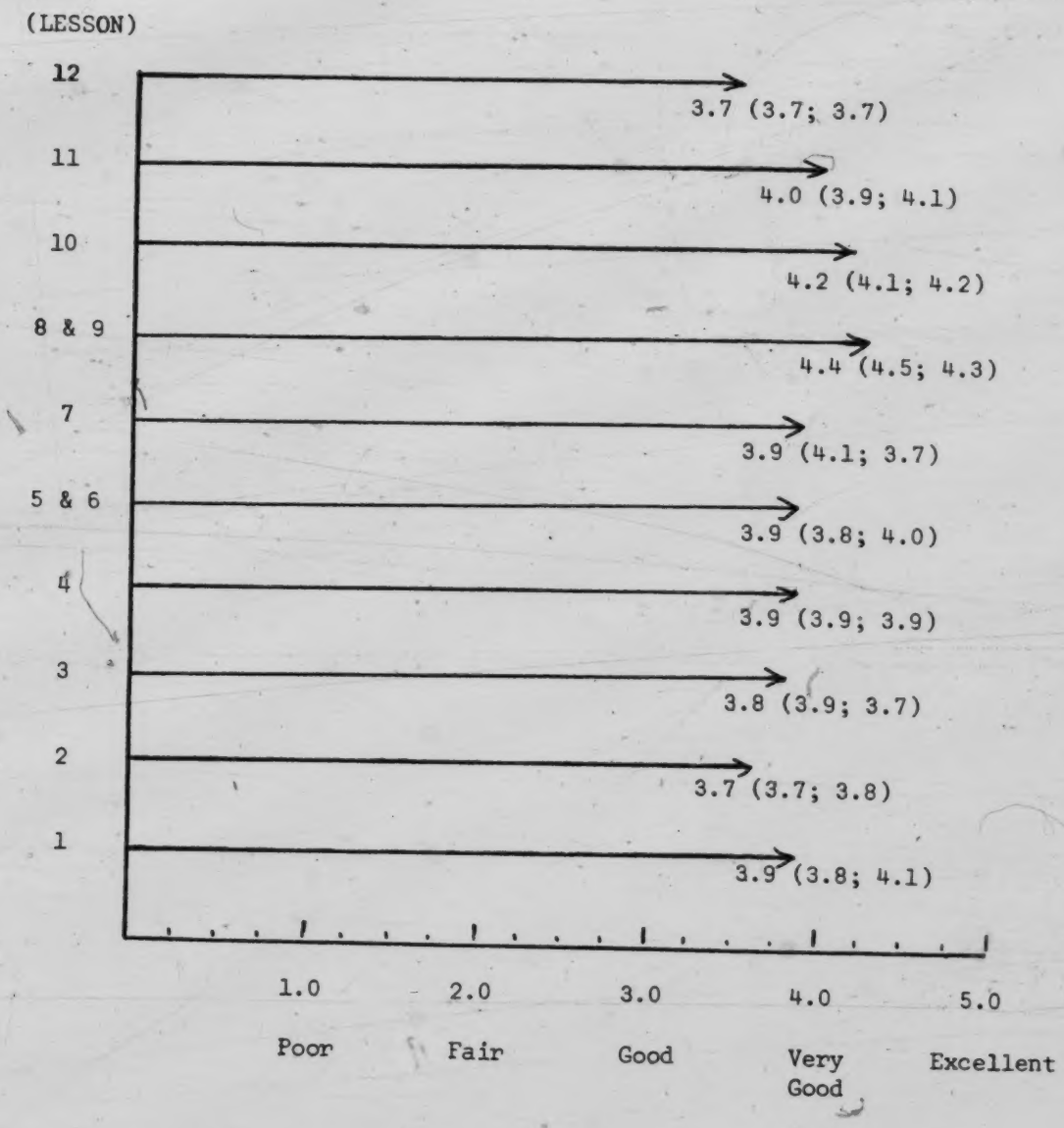
FIGURE 6



NOTE: The figure outlines the aggregate score, the scores for group I and group II are in brackets.

A Mean Comparison of Teachers' General Ratings of TAC Lessons

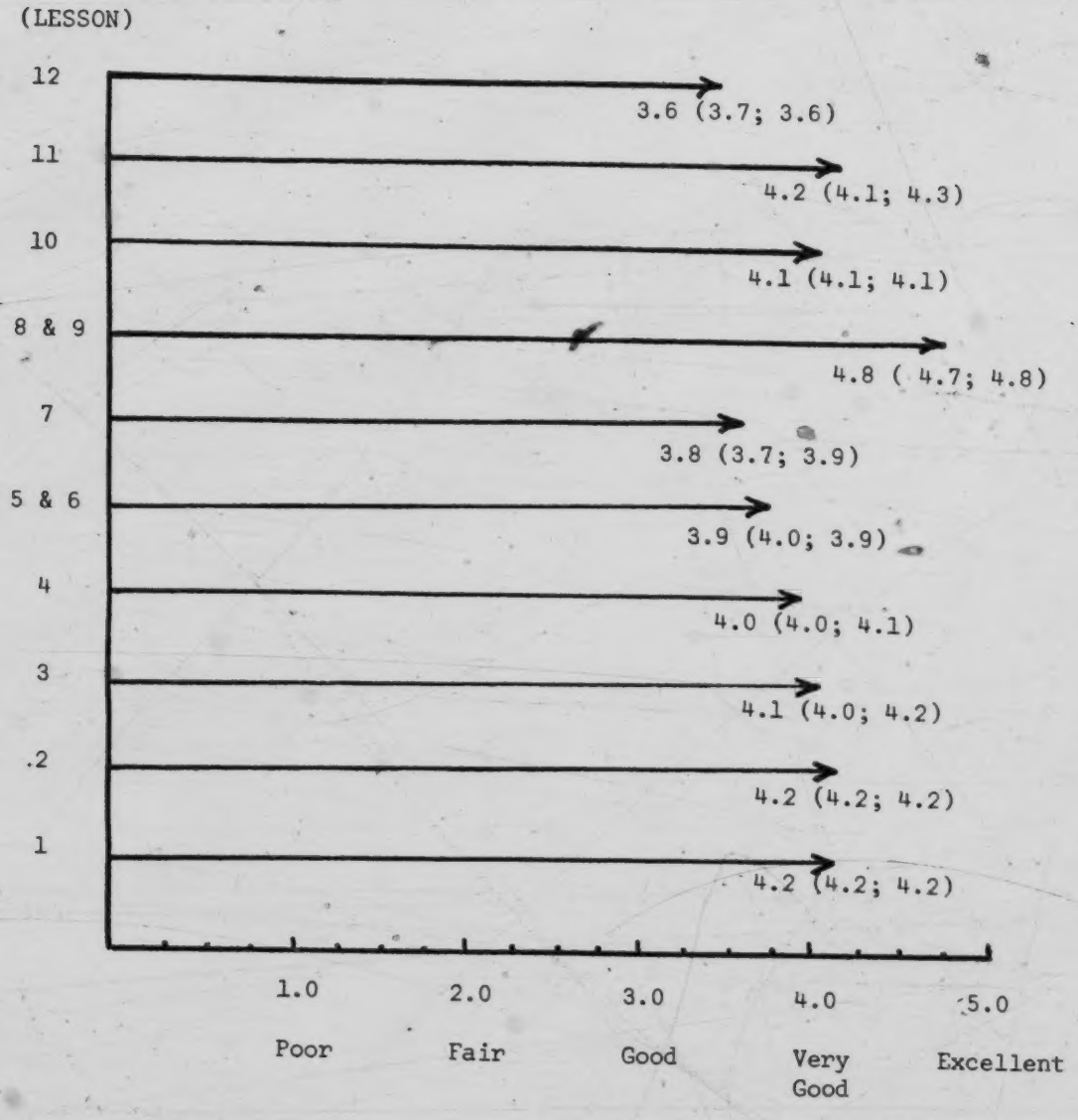
FIGURE 7



NOTE: The figure outlines the aggregate score, the scores for group I and group II are in brackets.

A Mean Comparison of Teachers' Ratings of TAC Lesson Content

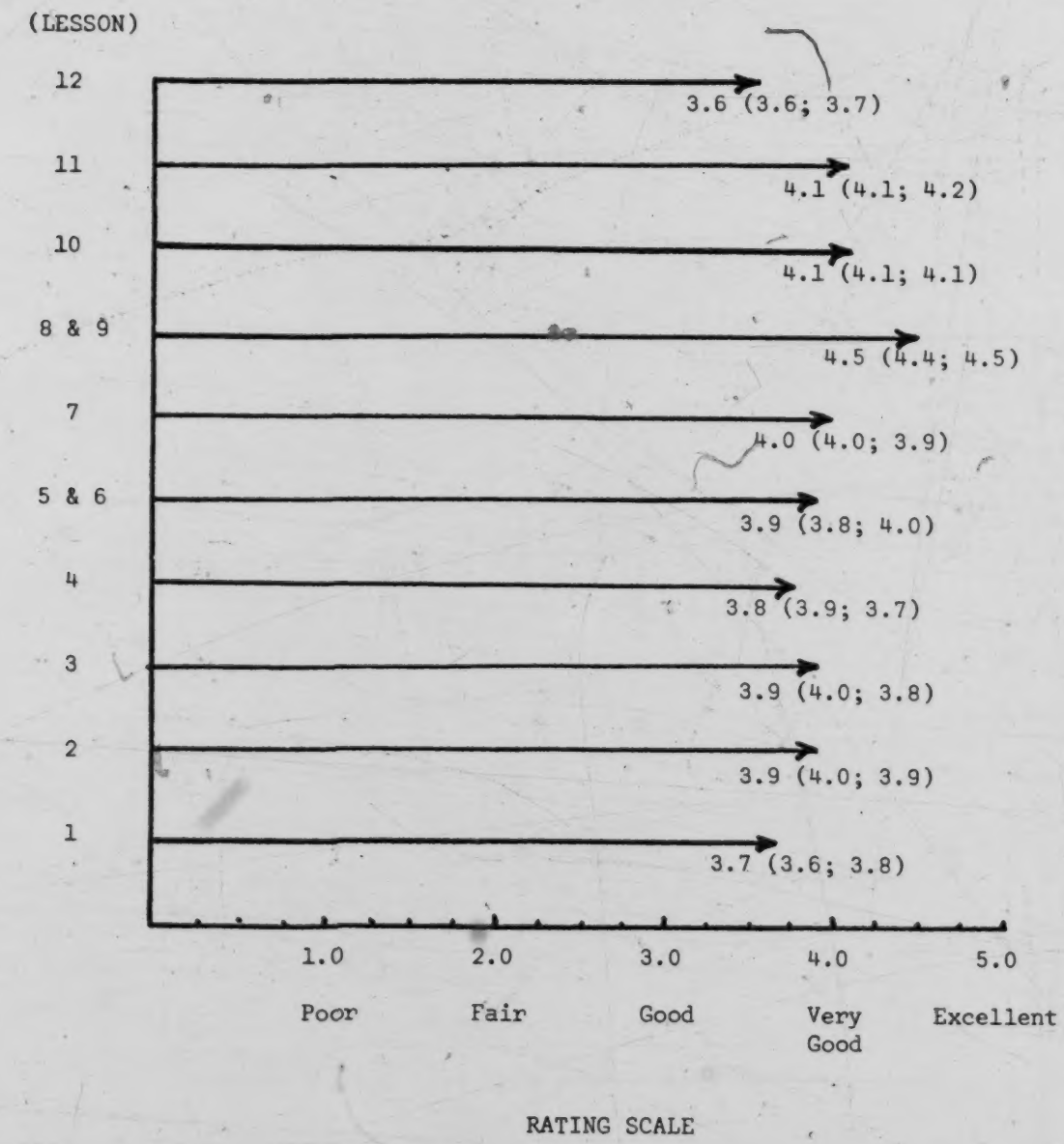
FIGURE 8



NOTE: The figure outlines the aggregate score, the scores for group I and group II are in brackets.

A Mean Comparison of Teachers' Ratings of TAC Lesson Approaches

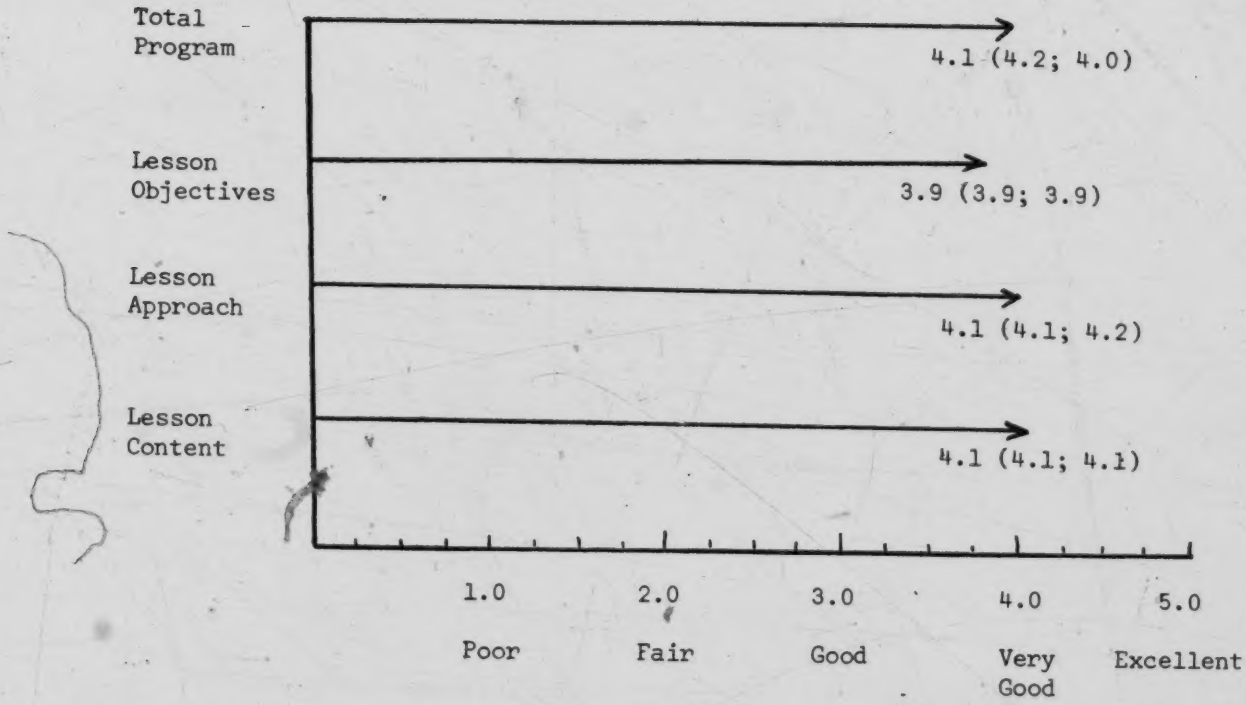
FIGURE 9



NOTE: The figure outlines the aggregate score, the scores for group I and group II are in brackets.

A Mean Comparison of Teachers' Ratings of TAC Lesson Objectives

FIGURE 10



NOTE: The figure outlines the aggregate score, the scores for group I and group II are in brackets.

A Mean Comparison of Teachers' Overall Rating of TAC Lesson Content, Lesson Approaches, Lesson Objectives and the Total Program

Figure 6 indicates that the teachers' general ratings usually ranged between 3.8 and 4.1 on the five point scale. Lessons eight and nine received a substantially higher rating (4.6) indicating that they were very well received, while lesson twelve received a somewhat lower evaluation (3.6) indicating that it was not considered to be as effective as the others.

If the lessons are broken down in terms of content, approach, and objectives (Figures 7, 8, and 9) the same type of pattern appears to develop. Lessons eight and nine are consistently rated higher than the others, while lesson twelve is rated lower. In terms of an absolute rating, lesson approach seems to receive a generally higher rating than either lesson content or lesson objectives. This difference did not show up in figure 10, however, when an overall assessment was utilized.

The high ratings of lessons eight and nine and the relatively low rating of lesson twelve can best be explained by referring to an ancient proverb - I hear and I forget; I see and I remember; I do and I understand. The personal involvement of the children is maximized in lessons eight and nine when the concept of strokes is introduced through the warm fuzzy story and the children are required to participate in a warm fuzzy stroke exchange exercise. In lesson twelve there is a general discussion of the TA principles in a very cognitive and rational fashion, with no real appeal to the experiential dimension. This same principle can also be used to account for the somewhat higher ratings of the lesson approaches (cartoon slides, role playing, puppets, and so on).

The generally high ratings by the teachers was confirmed in their

general comments about the program. They all made positive comments and statements such as the following were common:

> "Overall, I thought it was an excellent program and the students were very enthusiastic and enjoyed it. We feel the program is so valuable that I would like to use it each year."

> "Thank you very much for an interesting project. It was extremely valuable in learning the 'sociology of my classroom'. I am glad we did it at the beginning of the year so we can use the applications for the rest of the year. Any time you want a candidate for further projects we will be here."

> "Would use this program at beginning of year - excellent method to better become acquainted with all individuals in class. Sets good tone for year."

This general positive feeling toward the TAC program did not extend, however, to the testing sessions. Ten of the teachers reported that they were very keen to use the program, but found the testing sessions to be tedious and boring. These teachers were all from grades three and four and indicated that children at this age level have difficulty with some of the words on the tests. This is reflected in the following comments:

> "Test vocabulary was very difficult for lower readers."

> "Tests were too difficult for grade fours - they didn't understand the wording and would get confused on the responses 'like me - unlike me'."

Under these circumstances, the teacher would interpret the difficult questions to the students. The difficulty with the format of the Coopersmith (1967) self-esteem scale (like me - unlike me categories) is appreciated by the investigator and it is suggested that in the future these categories be changed to 'Yes - No'.

In terms of an orientation to the TAC program, one teacher reported that her class was more absorbed in the ego state section

(lessons one to seven) while two other teachers indicated that they found the stroking section (lessons eight to eleven) more worthwhile. This distinction is clearly outlined in the following two statements:

> "The first part of these sessions didn't seem to affect the children too much - I didn't detect any changes. ...After introducing warm fuzzies there seemed to be a change. Still fights on playground, but settled quickly and better feelings in classroom (We have been working on discipline and attitudes since beginning of school year). I've received warm fuzzies from students and there is continual reference to warm fuzzy feelings and warm fuzzy words. I believe its been beneficial... ."

> "Although the content seemed difficult at first, the children generally developed a very good understanding of their own behavior and the behavior of others. They showed an interest in exploring ways of dealing with people who play TA games. Since my class has been involved in the TAC program, they have found that in the discussion of stories, social studies, etc. they now have a set of principles to which they can refer and therefore seem to more easily operate at the Adult state."

Several teachers reported that the pupils most affected by the program were those who were generally considered to be the most negative in the classroom. Two of the teachers made the following written comments and six others confirmed this situation in verbal discussion.

> "I feel that this program is of most benefit to those children with problems - they showed the most interest and reported that the program had helped them most."

> "One of the best points is that even less 'bright' children can achieve in each lesson. It brought out different characteristics in my 'slow' group and they for once were able to outdo the so-called 'smart' group."

This is a very interesting and encouraging finding since it has generally been the investigator's experience that many program end up helping the persons who need it least.

One other interesting development was the fact that three of the

teachers reported personal growth experiences as a result of using the TAC program in their classrooms. The following statements make this quite clear:

> "At a grade five level pupils can intelligently discuss themselves without causing hard feelings. They're also at an age (9 - 11) when they can and want to help each other. I read the book I'm OK - You're OK in October and am presently reading Games Children Play. Somehow I feel differently (and beneficially) about my students than I did before the lessons began. Wish I had had more time to prepare for the TA program (mentally) - it was rather rushed."

> "Interpersonal relations were much more intense, this 'looking inside' is extremely valuable, children are into the figure of forms without understanding the ground (basis) underneath. This program has opened my awareness as well and I intend to continue reinforcing these concepts."

> "This was quite a different teacher-pupil relationship in which I had to think of what was happening - in a different way than I had previously done. Maybe I learned more about myself in helping them understand each other. They certainly talked more openly and honestly about themselves."

There is a tendency to formulate the questions in terms of what the children learned from the TAC program, but it is statements like the above that help emphasize the transactional nature of the learning process. Teachers and students are involved in the activities and it is not surprising that they both affect and are affected by one another.

If the learning process is viewed in this open-ended fashion it is also important to realize what effect my role as observer had on the administration of the TAC program. Two of the teachers reported that they appreciated the investigator's involvement in the study and this is reflected in the following comments:

> "The program was very well supervised. Norman was available at all times for answering questions."

> "You, Mr. Amundson, and an associate, were here with us so I

feel this added to the lesson's participation and enjoyment." Another teacher, however, indicated that the investigator's presence was disruptive. The following comment was made in this regard:

> "Your presence in the classroom inhibited the children's discussion and role playing. They are not yet used to an open area with strangers strolling in and out. After you left, they came to life. I realized too late that I should have introduced you and explained that it was your program."

Turning now to the teachers' comments on the individual lessons, these proved to be most useful and are summarized in selected form in Appendix K. The teachers identified several more problems with the various lessons and these are listed below:

1. One teacher stated that she would like to have the option of using the terms 'Parent', 'Adult' and 'Child' if she feels that her students can handle it.

2. One teacher indicated that a slide introducing each behavior type would separate the examples in lesson one more clearly.

3. For lesson one. It was suggested by one teacher that it would be useful to start out with some information on ego states before getting into the slides.

4. Three of the teachers expressed a desire for more background information, especially in lessons three and four.

5. Lessons three and four seem to flow into one another and it was suggested by two teachers that these could perhaps be joined together.

6. Situation one in lesson five may need to be changed. It was pointed out by one teacher that many children could not identify with the situation.

7. Three of the teachers expressed uneasiness over the lack of answers in lessons five and six. They wanted a more precise breakdown so that they could better guide the students.

8. One teacher stated that there is a need to focus attention on why people act as they do in lessons five and six.

9. It was suggested that since lessons eight, nine and eleven represent a continuing sequence, they should follow one another.

10. Additional suggestions:

(a) It is possible to use the warm fuzzy idea as a regular show and tell feature - 'Nice things you have done for other people and nice things that have been done to you'.

(b) The teacher might want to make a warm fuzzy bag and supplement verbal compliments with warm fuzzy cotton balls.

(c) Have children make a TAC booklet - use artwork, cartoons and comic strips.

4. Students' Perspective

At the end of the TAC program the students were asked to answer a short quiz (see Appendix E) on the TA concepts that they had learned. This quiz can be divided into two sections, the first part dealing with structural analysis (lessons one to seven) and the second part with motivation and games (lessons eight to eleven). Each of these sections was scored (a maximum of 50 points in each section) and the results are listed in Table III.

TABLE III

Mean TAC Examination Scores for Students in Group I and Group II

Group	Section One-Structural Analysis	Section Two-Motivation and Games	Overall TAC Score
I	33.62	36.07	69.69
II	34.23	36.77	71.00

The slightly higher scores in the second section is consistent with the teachers' ratings of the various TAC lessons. The teachers

rated lessons eight, nine, ten and eleven somewhat higher than those lessons in the structural analysis section.

The students were also asked to rate the programs usefulness on a five point scale (similar to that used by the teachers) and give their comments on the program. The ratings were consistently quite high and are summarized in Table IV.

TABLE IV

Mean Ratings of the TAC Program by Students in Group I and Group II

Group	Mean Rating of TAC Program
I	4.09
II	4.11

The students' comments regarding the TAC program were analyzed by the investigator and placed into the following categories: (a) positive comments with no specific reference to any particular type of change in the student's life; (b) positive comments with specific reference to some type of change in the student's life; (c) negative comments; and (d) no comments made about the program. The results of this analysis are included in Table V.

TABLE V

A Fractional Comparison of Types of Student Comments (Positive; Positive Specific; Negative; No Comments) to the TAC Program - for Group I and Group II

Group	Positive	Positive Specific	Negative	No Comments
I	.42	.47	.07	.03
II	.37	.54	.07	.03

The results in Table V are consistent with the students' rating of the TAC program and indicates that the program was considered worthwhile from their perspective. The students were generally expressive and comments such as the following were common:

"I thought it was interesting, excellent, perfect, terrific, fantastic, marvellous. It was well done."

"I think that it was the best program that schools have ever put out. It was a wonderful experience."

"I think it was super, the greatest thing on earth."

"I like the lessons more than everything else we have done, I hope we can do that instead of other things we did before."

"It was nice and I can't imagine how you thought of such a beautiful program."

"I think you people who's doing this - you are very kind. I like this."

There were, of course, a small number of students who were not at all impressed by the program. Typical comments from this group were:

"It was sick. It was dumb. It didn't help me."

"A bunch of baloney."

"The program didn't change me at all. I'm still the same person I was and I don't want to change."

"I do not think it was interesting. I do not like to open my mind to people I don't know."

"I do not want the school to learn about my private life."

Some of these negative comments relate to the actual program, but the last two comments may be associated with the testing that accompanied the program.

The types of positive change that the students mentioned can be divided into several different areas. The investigator analyzed these comments along the following dimensions: (a) improvement in students' self esteem; (b) more positive attitude toward peer group; (c) increased understanding of self and others; (d) improvement in students' home relationships; and (e) improvement in spelling and vocabulary development. Table VI includes a summary of the results.

TABLE VI

A Fractional Comparison of the Students' Positive Specific Comments in Terms of Self Esteem; Peer Acceptance; Understanding of Self and Others; Home Relationships; and Vocabulary and Spelling Development - for Group I and Group II

Group	Self Esteem	Peer Acceptance	Understanding of Self & Others	Home Relationships	Spelling & Vocabulary Development
I	.21	.37	.29	.07	.05
II	.20	.37	.36	.05	.03

It was initially postulated that the areas of change would be self esteem; peer acceptance and understanding of self and others. The results in Table VI support this contention, but also indicate that improvement in home relationships and spelling and vocabulary development were additional benefits in a few cases. Listed below are a number of representative statements for each of the above categories.

Self Esteem -

"I thought I was ugly, but I'm not."

"Now I know I should be myself instead of what others want me to be. Now I know to try and be confident."

"I think it is very good material to learn. It gave me more confidence."

"I think we see ourselves as new people. Points out our advantages."

Peer Acceptance -

"I learned to give warm fuzzies instead of cold pricklies, I've gained more friends."

"Since this TAC program I have made three new companions."

"Well, it was the best experience in friendship I've ever had."

"It helped me to make new friends with the people I have always hated. Now I have more friends because of the Transactional Analysis and you. You have helped me very much."

Understanding of Self and Others -

"They helped me to understand myself better by showing me how important it is to act the way I should be and to know how I'm acting and what response I might get."

"The program helped me to understand me and it helped me to understand my friends."

"They helped me understand that others also need attention, just like me."

"I think it helped me to understand my own feelings."

Home Relationships -

"It helped me to get along with my family."

"The lessons were interesting and informative. They also helped me to converse with my dad about warm fuzzies and things like that."

"It helped me to get along with my brother."

Spelling and Vocabulary Development -

"I learned some new words."

"It helped me to read and write and learn."

"I was learning some [illegible] words."

In addition to reporting these kind of changes, the students also commented on the approaches that were used to present the material. There was unanimous agreement that the most appealing lessons were those that included some form of novel activity (role playing, slides, puppets, storytelling, warm fuzzy sharing) in addition to the discussion session.

5. Concluding Comments

The preceding information suggests that the TAC program was well received by teachers. There is an indication of positive changes as a result of participation in the various activities. A good deal of constructive criticism has also been gathered and as a result a revised version of the TAC program has been completed (see Appendix N). In this revision an attempt was made to incorporate the suggestions from students, teachers, outside evaluators, and from

personal observations. Summarized below are the revisions that were made to the TAC program:

(a) In the introduction a statement was added indicating that the program was to be used as a flexible guide rather than some form of absolute guideline.

(b) A section on the definition of terms was added to lesson one.

(c) The label 'Natural' ego state was changed to 'Playful' ego state.

(d) It was suggested that the 'Thinker' ego state be explained as a friend to the other ego states.

(e) Changes in slides: slide introducing each behavior type was added; Thinker, Obedient and Playful slides were revised.

(f) Lessons three and four were joined together.

(g) It was suggested that for some classrooms it would be useful to start with puppet plays rather than role playing (because of the high level of aggression).

(h) There was the suggestion that puppet plays or role playing be extended to lessons five, six, ten and twelve.

(i) Two of the stories in lessons five and six were slightly modified.

(j) The discussion in lessons five and six was expanded to include "why the individuals in the story acted as they did?"

(k) The words 'benefits', 'discussion', and 'annoying' were simplified in lessons five and six.

(l) In lessons eight and nine it was suggested that the teachers make a special effort to relate the story to the concepts of warm fuzzies and cold pricklies.

(m) Lessons eight, nine and eleven were joined together."

(n) The "Whoops I'm Sorry" game in lesson ten was replaced by "Uproar."

(o) The additional suggestions section was extended to include several new features.

B. Summative Findings

As was stated earlier, rather than using the individual scores, the analysis was based on the various group (class) means (group - within treatment design - Lindquist, 1953). The general design involved a comparison of two subject groups over an extended period of time. Group I was involved in a treatment program for the first month and Group II started on the program in the second month (see Figure 5). This gave rise to a two-way analysis of variance with repeated measures.

1. Hypothesis I

It was postulated that there would be a significant increase in the degree of internality (or conversely a decrease in externality) as a result of participation in the treatment program. This was not supported. Table VII includes a summary of the results:

TABLE VII

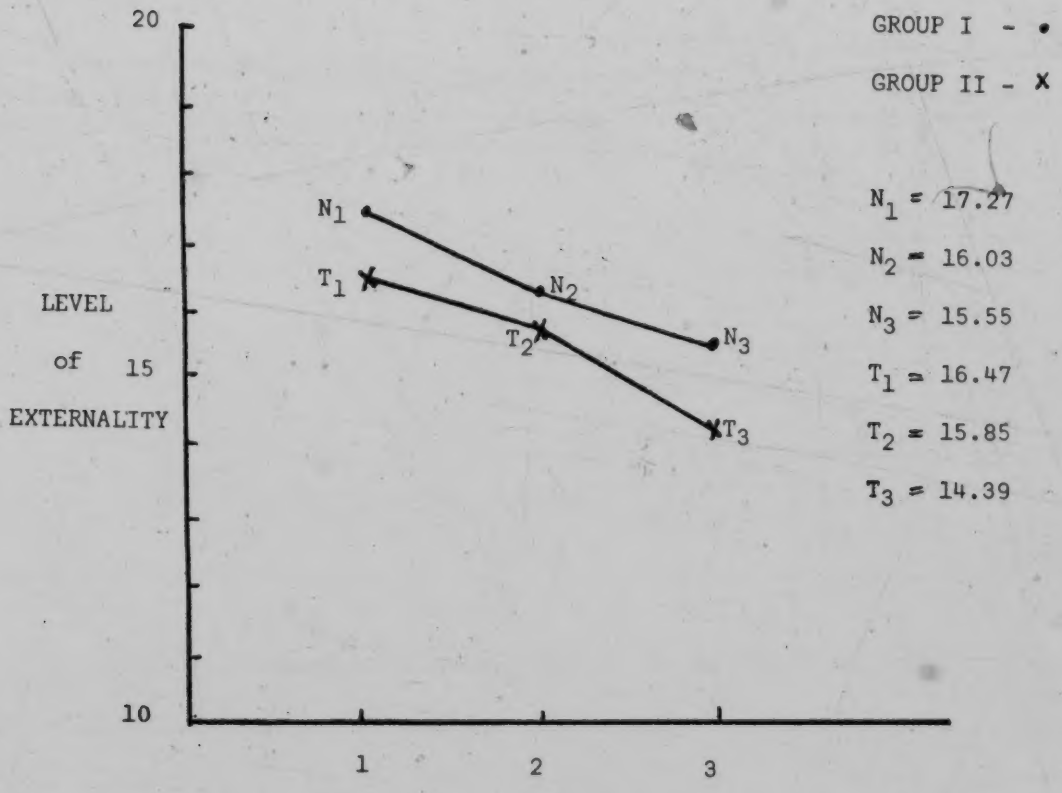
Analysis of Variance - Groups by Time - on Dimension of Internal-External Locus of Control

SOURCE	df	M.S.	F
Between	29		
Groups	1	11.51	1.32
Error	28	8.75	
Within	60		
Time	2	27.08	40.08*
Groups X Time	2	1.84	2.72
Error	56	0.68	

* $P < .001$

The analysis of variance procedure indicates that the "Time F-ratio" is significant at the .001 level. This is not really relevant to the hypothesis since it gives no comparison between groups. What is really of interest is the groups by treatment interaction. Figure 11 outlines the nature of this interaction.

FIGURE 11



Interaction Between Groups and Time on the Dimension of Internal-External Locus of Control

Although the interaction was not significant there appears to be a slight trend in the predicted direction. '$N_1 - N_2$' seems to have a slightly steeper rate of decline than '$T_1 - T_2$' and a similar situation exists between the '$T_2 - T_3$' and '$N_2 - N_3$'. There also seems to be a general lowering of scores over the time period.

2. Hypothesis II

The prediction that participation in the TAC program would result in increased self-esteem was supported by the findings. Table VIII includes a summary of the results.

TABLE VIII

Analysis of Variance - Groups by Time - on Dimension of Self-Esteem

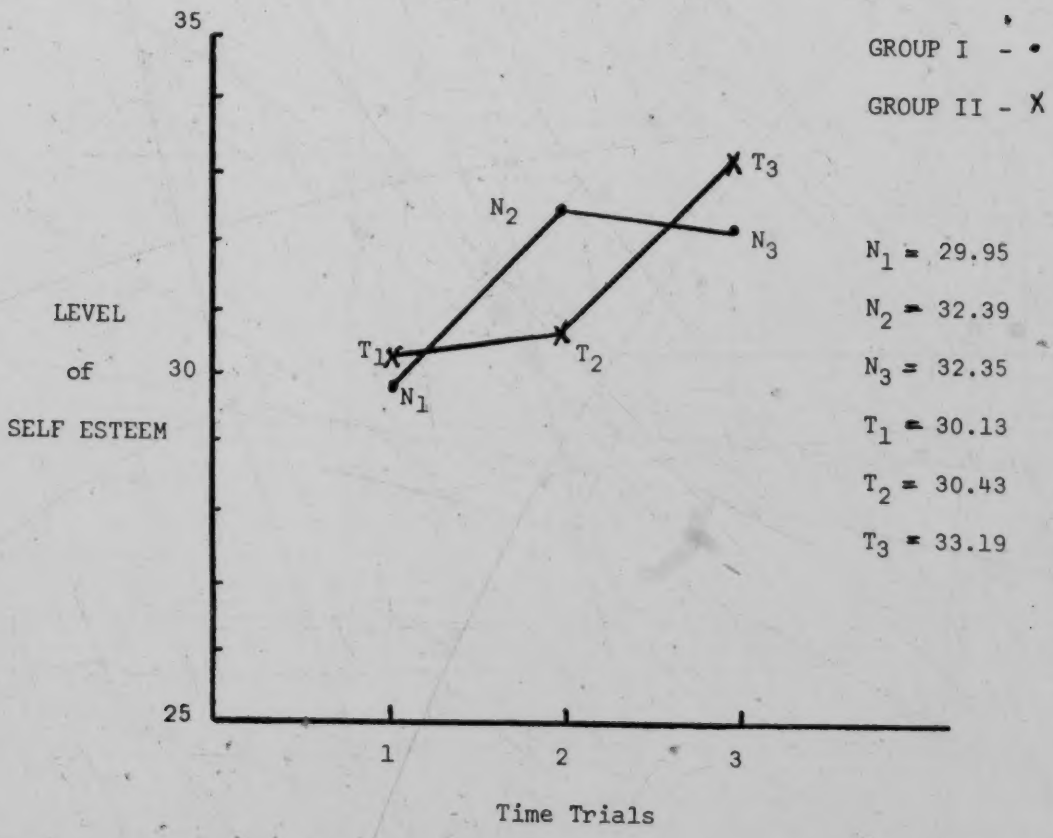
SOURCE	df	M.S.	F
Between	29		
Groups	1	2.17	0.11
Error	28	20.21	
Within	60		
Time	2	55.87	43.53*
Groups X Time	2	16.00	12.46*
Error	56	1.28	

* $P < .001$

Table VIII indicates that the "Time F-ratio" and the "Groups X Time F-ratio" were both significant at the .001 level. As was mentioned before, the "Time F-ratio" is not really relevant since it gives no comparison between groups. The important result is the

interaction between groups and time. Figure 12 outlines the nature of this interaction.

FIGURE 12



Interaction Between Groups and Time on the Dimension of Self Esteem

It certainly appears from Figure 12 that the interaction effect is in the predicted direction. The first group made substantial gains during the first month while group two made similar gains in the second month. In order to establish where the differences lie, the Scheffé method of multiple comparisons was used. These comparisons

reveal that '$N_1 - N_2$' and '$T_2 - T_3$' are significant at the .01 level while '$T_1 - T_2$' and '$N_2 - N_3$' do not reach significance. The '$N_2 - T_2$' comparison just failed to reach significance at the .05 level. These results support the hypothesis that self esteem will be increased as a result of participation in the TAC program.

3. Hypothesis III

The hypothesis that there would be a significant increase in interpersonal attractiveness (peer acceptance) as a result of participation in the treatment program was supported by the research findings. Table IX includes a summary of the results.

TABLE IX

Analysis of Variance - Groups by Time - on Dimension of Peer Acceptance

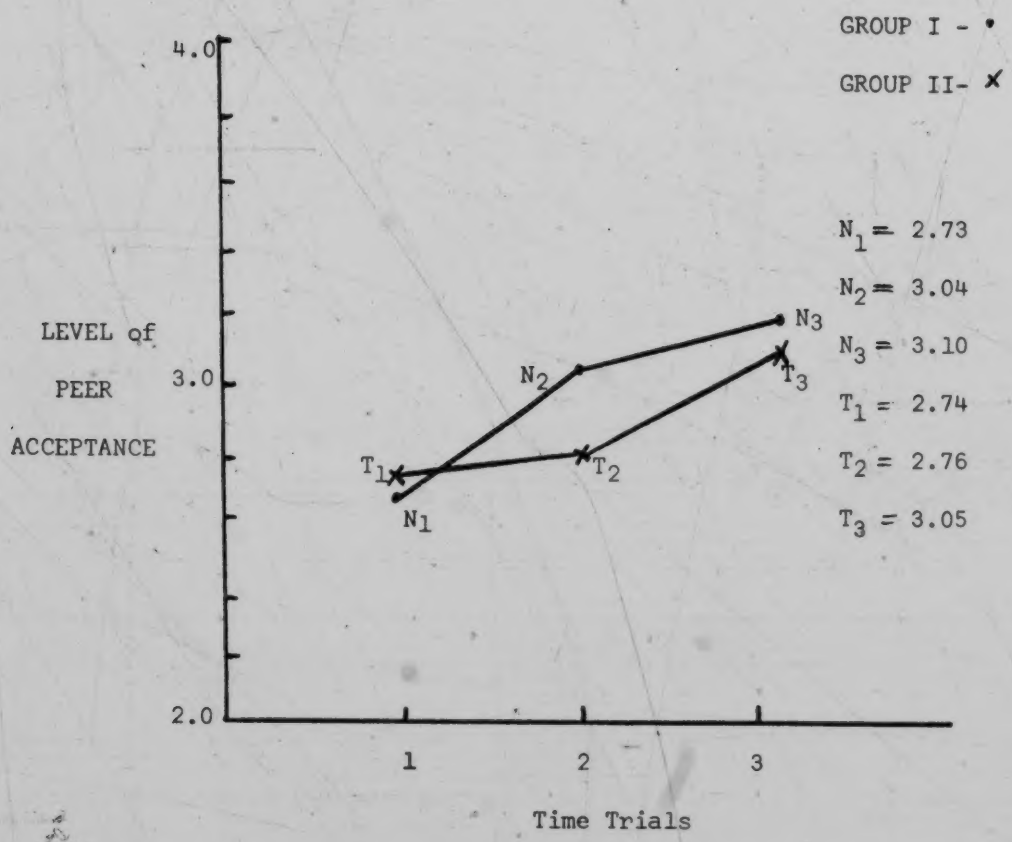
SOURCE	df	M.S.	F
Between	29		
Groups	1	0.26	1.19
Error	28	0.22	
Within	60		
Time	2	0.86	52.22*
Groups X Time	2	0.19	11.65*
Error	56	0.02	

* $P < .001$

The results from the analysis of variance (Table IX) are similar to those for self-esteem and indicate that both the 'Time F-ratio' and 'Groups X Time F-ratio' are significant at the .001 level.

The relevant dimension in this study is the interaction between groups and time. Figure 13 outlines the nature of this interaction.

FIGURE 13



Interaction Between Groups and Time on the Dimension of Peer Acceptance

As with the self esteem analysis, Figure 13 indicates that the interaction effect is in the predicted direction. Group I made substantial gains during the first month and Group II made similar gains in the second month. The Scheffé method of multiple comparisons

was used to determine where the differences lie. The comparisons indicate that '$N_1 - N_2$' and '$T_2 - T_3$' are significant at the .01 level while '$T_1 - T_2$' and '$N_2 - N_3$' do not reach significance. The '$N_2 - T_2$' comparison was significant at the .05 level. Thus, the hypothesis that interpersonal attractiveness (peer acceptance) will be increased as a result of participation in the treatment program was supported.

CHAPTER FIVE

DISCUSSION AND SUMMARY

The formative results indicate that the TAC program was well received by both teachers and students. The ratings and written comments make this clear. A number of constructive criticisms were also put forward in an attempt to improve the quality of the treatment program. These comments have been incorporated into the program structure and a revised edition is included in Appendix N.

With regard to program objectives, the formative results support the contention that the major changes were in terms of the following three dimensions: (a) improvement in students' level of self esteem, there was the realization that they were important and worthwhile individuals; (b) more satisfactory peer relationships in the classroom, the students were more friendly with one another and many friendships were established; and (c) increased understanding of self and others, the students were able to understand and react to the TA framework and apply their insights to themselves and to the world around them.

In addition to the above changes, a few individuals also referred to several other types of changes. These are listed below:

(a) Three teachers indicated that the program had a significant effect on their lives, especially with regard to their relationship with the students. There was a more favourable atmosphere and they could relate to their students using a non-punitive and positive language system. The fact that the teachers as well as the students were affected points to the 'transactional' nature of the TAC program.

(b) About six percent of the students who reported changes indicated that there was an improvement in home relationships as a result of participation in the TAC program.

(c) Another four percent stated that there was an improvement in spelling and vocabulary development. This was mainly related to the activity in lessons eight and nine. The students were required to list positive words and share them with others.

An interesting aspect of the changes is the fact that "poorer" or "behavior problem" children were reported to advance at least as quickly as the other students in the class. Two teachers reported that this group was in fact superior to the other members of the class and at least six others confirmed this in personal discussions. The reorientation of the classroom hierarchy may have several causes. Perhaps the TAC material is more relevant to the actual life situations of the 'lower' group and therefore more easily absorbed. Or perhaps they find the different approaches more appealing than the traditional classroom structure and therefore expend more effort during the lesson periods. Another possibility is the fact that different skills (imagination, expressiveness) are required to succeed with the TAC material. In any case, the treatment program certainly was effective with this particular group.

The summative results suggest that the TAC program played a significant part in enhancing self esteem and increasing peer acceptance. Similar changes were identified in the formative evaluation section and thus we can be confident about the conclusion in this area.

In terms of the internality dimension, although there appeared to be a slight trend in the predicted direction, the results were

not significant. It was initially postulated that the TAC program would improve a person's ability to understand himself and others. As a result of this insight, the person would be in a better position to control his environment and thus assume a more independent (internal) world view. Thus, it was conceptualized as a two step process with the first step involving insight and the second a translation of this insight into an internal perspective. The formative results strongly suggest that there was a growth in personal insight as a result of participation in the TAC program. It appears, however, that the second step (an internal world view - characterized by a feeling of personal control over environmental events) was not realized. One possible reason for this failure may be the limited options that are available to children at this age level. Although they may have developed added insight, their ability to influence situations is still rather limited.

The generalizability of these results is the next issue which must be examined. It is important to establish the extent to which the results can be generalized to other classroom situations. An important dimension in this consideration is the element of "representativeness" - the degree to which the experimental reality approximates the theoretical reality (Holzkamp, 1964; Snow, 1974). This can be further subdivided into 'subject', 'activity' and 'environmental' representativeness (Holzkamp, 1964). In each one of these areas the present experiment seems to have a very high degree of representativeness. The results were obtained in the natural environment (different schools) using the actual teachers and students. The teachers implemented the program in

their classrooms in a regular teaching time slot. The close link between theoretical and experimental realities suggests that the results can be applied to other teaching situations with a great deal of confidence. One limiting factor, however, is the type of teachers that were included within the sample. The participating teachers were all volunteers leaving open the possibility that there might be differences between volunteer and non-volunteer populations (Rosenthal and Rosnow, 1969). This will have to be taken into account when making any generalizations.

If the research findings are generalized beyond the experimental situation it can be postulated that the TAC program would be a welcome addition to any school curriculum (probably in the social studies area). Walsh (1974) indicates that despite the good intentions of many educators, the present state of social studies is woefully inadequate (the investigator's personal observations would support this contention). The material is often irrelevant to the experiences of the children and teaching methods are teacher-centered and expository. There is certainly a need for a new approach in this area and it is appropriate that some form of guidance program be added to the agenda. It is time that educators address themselves to the issue of self development, perhaps the most pressing personally relevant issue. Wilhelms (1970, p. 369) concurs with this position and makes the following statement:

> "I believe our next great task is to work out programs that will go directly to the human person - disregarding subject-matter rubrics at first, searching for subject matter and experience from whatever source, that will help the person realize himself - starting bare handed

> with nothing but the determination to help human becoming to its ultimate."

The TAC program represents one such attempt in this direction and thus deserves further attention in the school setting.

In applying such a program in the schools the function of the counselor is seen in terms of in-service teacher training and consultation. Through this means the counselor will be able to extend his services on a much broader basis than has usually been the case. Teachers as well as students will benefit from this type of operation. One further advantage of applying the program in this manner is that some aspects of the counselling process are moved from the counselor's office to the actual classroom situation. This not only facilitates greater personal development for more people, but also avoids some of the negative labelling effects that may accrue as a result of visiting the counselor (Goffman, 1963).

In closing, a word of caution should perhaps be expressed. There may be a tendency to view the implementation of this type of human development program as a panacea for all that is wrong with the educational system. While I certainly believe that it is a step in the right direction, it is only one aspect of a system. Any fundamental educational changes must proceed along several different fronts simultaneously. Thus, it is imperative that other areas such as teacher education, administrative functioning and parent involvement also be considered.

Suggestions for Further Research

Listed below are some of the possibilities for further research:

(a) Curriculum development is a process which at any given point in time has only arbitrary beginning and end points. Thus, evaluation efforts need to be done on a continuing basis. There is now a need to evaluate the revised TAC program.

(b) Although the present research has been quite extensive, there is a need for further evaluation by a person other than myself. Scriven (1972b) indicates that outside evaluators are necessary in order to get a more objective assessment.

(c) There is a need for a more precise breakdown of the type of responses that can be expected from different groups of students and teachers. For example in this study a few teachers reported that the 'slower' or 'behavior problem' children seemed to respond the most favourably.

(d) Although there were certain advantages to conducting the large study, valuable information was undoubtedly lost in the process. There is a need for a more intensive study of one or two classrooms as a supplement to the information that has already been gathered.

(e) The present study has concerned itself with only one possible area (the schools) in which the program might be applied. The program could be applied in any situation where a group of children and an adult are gathered together. It would be worthwhile to extend the boundaries to include other situations.

(f) This study has focused on an evaluation of the TAC program,

with no emphasis on comparing the results with those of other types of human development programs (DUSO, Magic Circle, Focus). Scriven (1972a) indicates that a comparative analysis is a useful step in program development.

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APPENDIX A

SELF ESTEEM INVENTORY

Please mark each statement in the following way:

If the statement describes how you usually feel, put a check ( ) in the column "LIKE ME".

If the statement does not describe how you usually feel, put a check ( ) in the column "UNLIKE ME".

There are no right or wrong answers.

		LIKE ME	UNLIKE ME
1.	I spend a lot of time daydreaming.		X
2.	I'm pretty sure of myself.	X	
3.	I often wish I were someone else.		X
4.	I'm easy to like.	X	
5.	My parents and I have a lot of fun together.	X	
(LIE ITEM) 6.	I never worry about anything.		X
7.	I find it very hard to talk in front of the class.		X
8.	I wish I were younger.		X
9.	There are lots of things about myself I'd change if I could.		X
10.	I can make up my mind without too much trouble.	X	
11.	I'm a lot of fun to be with.	X	
12.	I get upset easily at home.		X
(LIE ITEM) 13.	I always do the right thing.		X
14.	I'm proud of my school work.	X	
15.	Someone always has to tell me what to do.		X
16.	It takes me a long time to get used to anything new.		X

		LIKE ME	UNLIKE ME
17.	I'm often sorry for the things I do.		X
18.	I'm popular with kids my own age.	X	
19.	My parents usually consider my feelings.	X	
(LIE ITEM) 20.	I'm never unhappy.		X
21.	I'm doing the best work that I can.	X	
22.	I give in very easily.		X
23.	I can usually take care of myself.	X	
24.	I'm pretty happy.	X	
25.	I would rather play with children younger than me.		X
26.	My parents expect too much of me.		X
(LIE ITEM) 27.	I like everyone I know.		X
28.	I like to be called on in class.	X	
29.	I understand myself.	X	
30.	It's pretty tough to be me.		X
31.	Things are all mixed up in my life.		X
32.	Kids usually follow my ideas.	X	
33.	No one pays much attention to me at home.	X	
(LIE ITEM) 34.	I never get scolded.		X
35.	I'm not doing as well in school as I'd like to.		X
36.	I can make up my mind and stick to it.	X	
37.	I really don't like being a boy - girl.		X
38.	I have a low opinion of myself.		X

	LIKE ME	UNLIKE ME
39. I don't like to be with other people.		X
40. There are many times when I'd like to leave home.		X
(LIE ITEM) 41. I'm never shy.		X
42. I often feel upset in school.		X
43. I often feel ashamed of myself.		X
44. I'm not as nice looking as most people.		X
45. If I have something to say, I usually say it.	X	
46. Kids pick on me very often.		X
47. My parents understand me.	X	
(LIE ITEM) 48. I always tell the truth.		X
49. My teacher makes me feel I'm not good enough.		X
50. I don't care what happens to me.		X
51. I'm a failure.		X
52. I get upset easily when I'm scolded.		X
53. Most people are better liked than I am.		X
54. I usually feel as if my parents are pushing me.		X
(LIE ITEM) 55. I always know what to say to people.	X	
56. I often get discouraged in school.		X
57. Things usually don't bother me.	X	
58. I can't be depended on.		X

APPENDIX B

PEER ACCEPTANCE INVENTORY

I WOULD LIKE THIS PUPIL TO BE:

PUPILS' NAMES	5.My best friend	4.Almost my best friend	3.Some-times my friend	2.Just a little friendly	1.Never my friend

APPENDIX C

INTERNAL - EXTERNAL LOCUS OF CONTROL SCALE

Please answer each question. There are no right or wrong answers.

	YES	NO
1. Do you believe that most problems will solve themselves if you just don't fool with them?	X	
2. Do you believe that you can stop yourself from catching a cold?		X
3. Are some kids just born lucky?	X	
4. Most of the time do you feel that getting good grades means a great deal to you?		X
5. Are you often blamed for things that just aren't your fault?	X	
6. Do you believe that if somebody studies hard enough he or she can pass any subject?		X
7. Do you feel that most of the time it doesn't pay to try hard because things never turn out right anyway?	X	
8. Do you feel that if things start out well in the morning that it's going to be a good day no matter what you do?	X	
9. Do you feel that most of the time parents listen to what their children have to say?		X
10. Do you believe that wishing can make good things happen?	X	
11. When you get punished does it usually seem its for no good reason at all?	X	
12. Most of the time do you find it hard to change a friend's (mind) opinion?	X	
13. Do you think that cheering more than luck helps a team to win?		X
14. Do you feel that it's nearly impossible to change your parent's mind about anything.	X	

	YES	NO
15. Do you believe that your parents should allow you to make most of your own decisions?		X
16. Do you feel that when you do something wrong there's very little you can do to make it right?	X	
17. Do you believe that most kids are just born good at sports?	X	
18. Are most of the other kids your age stronger than you are?	X	
19. Do you feel that one of the best ways to handle most problems is just not to think about them?	X	
20. Do you feel that you have a lot of choice in deciding who your friends are?		X
21. If you find a four leaf clover do you believe that it might bring you good luck?	X	
22. Do you often feel that whether you do your homework has much to do with what kind of grades you get?		X
23. Do you feel that when a kid your age decides to hit you, there's little you can do to stop him or her?	X	
24. Have you ever had a good luck charm?	X	
25. Do you believe that whether or not people like you depends on how you act?		X
26. Will your parents usually help you if you ask them too?		X
27. Have you felt that when people were mean to you it was usually for no reason at all?	X	
28. Most of the time, do you feel that you can change what might happen tomorrow by what you do today?		X
29. Do you believe that when bad things are going to happen they just are going to happen no matter what you try to do to stop them?	X	

		YES	NO
30.	Do you think that kids can get their own way if they just keep trying?		X
31.	Most of the time do you find it useless to try to get your own way at home?	X	
32.	Do you feel that when good things happen they happen because of hard work?		X
33.	Do you feel that when somebody your age wants to be your enemy there's little you can do to change matters?	X	
34.	Do you feel that it's easy to get friends to do what you want them too?		X
35.	Do you usually feel that you have little to say about what you get to eat at home?	X	
36.	Do you feel that when someone doesn't like you there's little you can do about it?	X	
37.	Do you usually feel that it's almost useless to try in school because most other children are just plain smarter than you are?	X	
38.	Are you the kind of person who believes that planning ahead makes things turn out better?	X	
39.	Most of the time, do you feel that you have little to say about what your family decides to do?	X	
40.	Do you think it's better to be smart than to be lucky?		X

** External Items Checked **

APPENDIX D

TEACHER PROGRAM EVALUATION FORM

EVALUATION FORM

Please reflect on each of the lessons and make comments using the following guidelines:

a. lesson content - the type of material that is included in each lesson.
b. approach used in presenting the material i.e. slides, role playing, discussion, etc.
c. program objectives - how the lesson does or does not contribute to the three program objectives: improvement in self concept, more satisfactory interpersonal relationships and increased understanding of self and others.

Also refer to any other issues that you might find relevant along with a mention of any unexpected "happenings."

Once this is accomplished, please rate each lesson's effectiveness on a five point scale. Also, rate the lessons on each of the following dimensions - lesson content, approach and objectives.

Lesson One

RATING: (1) poor; (2) fair; (3) good; (4) very good; (5) excellent.

(a) Content -

(b) Approach -

(c) Objectives -

(d) Other Issues -

(The teachers were also required to do a similar overall evaluation at the end of the treatment program)

APPENDIX E

STUDENT TAC EXAMINATION

SECTION ONE

1. Here are some words that are often used by people. Using what you have learned, label them as being helpful, bossy, thinker, obedient, stubborn, or natural.

(a) Let me help you. - helpful
(b) Hooray, it's summer - natural
(24) (c) I won't do it. - stubborn
(d) I understand. - thinker
(e) I'll do what I'm told. - obedient
(f) You shouldn't be playing on the swings. - bossy

2. Suppose that a kid accidentally breaks a lamp in his house. His mother then comes into the room and asks what happened. He could reply with one of these statements:

(a) I'll clean it up. I should be more careful. - obedient
(b) Why ask me? - stubborn
(c) Don't worry. I'll replace it immediately. - helpful
(20) (d) You shouldn't have had it so close to the edge. - bossy
(e) I knocked it over. - thinker

Using what you have learned, label them as being helpful, bossy, thinker, obedient, or stubborn.

3. How can the Thinker way of acting help us?
(6)

(It can help keep us out of trouble.)

50

SECTION TWO

4. What are warm fuzzies? Give some examples.

(10) (Positive attention or recognition from others.)
(Examples: the words terrific, good, nice and so on.)

5. What are cold pricklies? Give some examples.

(10) (Negative attention or recognition from others.)
(Examples: the words terrible, bad, awful and so on).

6. Which is better?

(a) to give warm fuzzies to other people
(b) to give cold pricklies to them

(10)

Why is this so?

(To make others feel good.)

7. Give an example of a TA game.

(10)

(Tattle tale; Whoops I'm Sorry; Yes But; Clown; Stupid)

8. Why do people play TA games?

(10)

(To get attention from other people)

50

APPENDIX F

INITIAL PROGRAM EXPECTATIONS

Lesson One

(a) Content - The basic ego state concepts are presented. Different contexts are used in the slides so that the children will understand that ego states are part of all of us. Labels such as 'Parent', 'Adult' and 'Child' have been changed to prevent a confusion of terms. I feel that the conceptual system can be grasped by most children in the age group 8 - 12 years.

(b) Approach - Slides are used as the medium of communication in order to catch the attention of the children. The ego state poster serves as a more permanent reminder of the different concepts that were discussed.

(c) Objectives - My main objective in this lesson is to begin promoting in the students an understanding of the various ego states.

Lesson Two

(a) Content - My intent was to have the children start using the conceptual framework that was presented in the first lesson.

(b) Approach - A humorous cartoon slide presentation was used to make the learning task more enjoyable (encourage involvement).

(c) Objectives - I am basically interested in promoting a better understanding of the ego states.

Lesson Three

(a) Content - In order to facilitate a better understanding of the material that was presented in the previous lessons, emphasis was placed on understanding the role of the 'Parent' (bossy and nurturing) ego state. As a side effect, it was hoped that the complementary ego states (obedient, stubborn) would start to come into focus.

(b) Approach - In the previous two lessons the learning has centered around a somewhat passive activity (slide presentation). In order to get a more active and experiential involvement, role playing activity is introduced. The change in method of presentation will hopefully reinforce a high interest level (it has been my previous experience that children get bored if only one technique is utilized). The teacher may initially have to provide a certain amount of direction, but it should become quite spontaneous after a short period of time.

(c) Objectives - The primary object is still an understanding of the

ego states (with an emphasis on the Parent ego state) but with structured transactions (followed by applause) there may also be a move toward more satisfactory interpersonal relationships and the promotion of a higher self concept.

Lesson Four

(a) Content - This lesson is devoted to understanding another component of the ego state system, namely the 'Child' (obedient, stubborn and natural).

(b) Approach - Role playing is again used to encourage more active and experiential participation. The children should now be more familiar with this technique and the plays should flow more freely.

(c) Objectives - As with the previous lesson, the objectives are ranked in this order: 1. understanding of ego states (particularly the Child states) followed by 2. more satisfactory interpersonal relationships and improved self concept.

Lessons Five and Six

(a) The Adult or thinking part of the personality is stressed in this lesson. The emphasis is on giving the children more practice at identifying ego states and illustrating that the rational personality component often helps to get us out of trouble. There is also the option of leading into a discussion of "trading stamps" (how people save up bad feelings). Because of the importance of the Adult ego state in the TA system, two lessons are devoted to this topic.

(b) Approach - In keeping with the mood of the 'rational', 'thinking' part of our personalities, a structured discussion is used to handle the material. Several stories are presented and the children are encouraged to identify ego states and discuss the role of the Adult. (The ego states are not defined in the lesson so that the teacher will become more involved in the process).

(c) Objectives - This lesson is primarily designed to encourage an understanding of the Adult's role in our functioning.

Lesson Seven

(a) Content - This lesson is designed to show the children that

there are a variety of responses to any situation. These response patterns can be labelled according to the transactional analysis framework. Two examples are provided and the children are then asked to design other situations and respond from the different ego states.

(b) Approach - It is suggested that puppets may be used by the teacher as a means of describing the various responses to the same situation. This can then lead to puppet plays where the children become involved in another activity which encourages participation and promotes experiential learning.

(c) Objectives - In this lesson the two objectives of "understanding of ego states" and "more satisfactory interpersonal relationships" are equally emphasized. In a puppet play situation the child is encouraged to examine the number of responses which are at his disposal (increased flexibility) and he is given an opportunity to use them in different situations.

Lessons Eight and Nine

(a) Content - An adapted version of the "Warm Fuzzy" story by Claude Steiner is used to stimulate discussion on why it is better to use positive reinforcement when dealing with others. The story deals with a rather concrete situation involving actual warm fuzzy bags, etc., but it is anticipated that the children will be able to relate this to abstract concepts such as verbal compliments. At the end of the discussion the children are encouraged to give 'warm fuzzy' words to a few people in the room.

(b) Approach - Storytelling is an effective tool in communicating a message in an enlightening and entertaining fashion. The discussion following the story is used to elaborate on the main thesis of the fairy tale. Giving one another warm fuzzies is an example of how to put some of the main points of the story into practice.

(c) Objectives - This lesson is designed to encourage all three objectives. The warm fuzzy story encourages increased understanding of self and others (human motivation) and the activity which follows leads to greater self concept and more satisfactory interpersonal relationships.

Lesson Ten

(a) Content - The concept of TA games in introduced. Referring back

to the two lessons on strokes, the games are described as negative ways of getting attention or recognition from others. Several common classroom games are brought up for discussion (tattle-tale, clown, whoops I'm sorry, why don't you-yes but). Hopefully, the children will become aware of some of the negative behavior patterns which are operating in their own classroom.

(b) Approach - It is suggested that puppets be used when explaining the various types of games. This is the second lesson involving the use of puppets and it is anticipated that this method of presentation will continue to be effective.

(c) Objectives - This lesson is geared primarily in the direction of encouraging an increased understanding of self and others (TA games). It gives some basic information regarding why some children continuously act in a negative manner.

Lesson Eleven

(a) Content - This is mainly an activity lesson, designed to give the children an opportunity to put their knowledge of stroking into practice on a broader basis (the whole class is involved in the giving and receiving of strokes). There is also a short discussion about why people tend to operate in the 'cold prickly' realm.

(b) Approach - Each child gets warm fuzzy words from his classmates and in turn, gives warm fuzzies. This is designed as a relatively safe way in which to allow the exchange of warm fuzzies on a broad basis. It is impossible to lose in this exercise and each child is guaranteed an opportunity to get a full complement of positive strokes.

(c) Objectives - The main two objectives in this lesson are: 1. improving self concept; and 2. enhancing interpersonal relationships. The exchange of positive strokes makes this possible. There is also some promotion of the understanding of self and others through the preliminary discussion.

Lesson Twelve

(a) Content - This is a basic review of all the key points that were emphasized in the various lessons. It is included so that the children will have an opportunity to reflect on all of the TAC course material.

(b) Approach - A discussion of all the previous material is encouraged.

Hopefully, the children will take the opportunity to ask any unanswered questions.

(c) Objectives - All three of the objectives are furthered through the process of recalling the events in the different lessons.

Additional Suggestions

(a) Content - Several activities are suggested for those teachers who want to spend extra time on the course material. This option allows for a more thorough handling of the various TA concepts.

(b) Approach - A wide number of approaches are utilized. These all contribute towards increased participation and understanding.

(c) Objectives - The first two suggestions reinforce all three objectives. The third activity is designed primarily as a means of enhancing self concept.

APPENDIX G

EXAMPLE OF PERSONAL OBSERVATION SESSION

Lesson Ten

Content

- kids able to identify most games and explain characters (Whoops I'm Sorry game seems to be difficult for some of them)
- Teacher carries on a discussion after each presentation - identify roles, etc.
- warm fuzzies and cold pricklies brought into the discussion by teacher
- One of the plays was a little overdone

Approach

- TA games explained via role playing, puppets.
- kids actively involved in preparation of play material (high noise level)
- applause given afterwards
- start off with production far away (hard to hear), later moved into centre
- some plays go on a little too long, more direction needed
- kids involved and participating (teacher also seems excited)
- kids use props

Objectives

- kid who never says anything in class - according to teacher - was very talkative in role playing situation
- understanding (identifying TA games and roles of players)
- building of self concept and interpersonal relationships (applause, they were taking bows)

Other Issues

- teacher explained that the students had enjoyed role playing so much in the earlier lessons that she thought she would give them another chance at it.

APPENDIX H

EXAMPLE OF EXTERNAL EVALUATORS COMMENTS DURING AN OBSERVATION SESSION

Lesson Ten

Content

- Kids asked to identify roles and gain he gets (tattle-tale)
- Kids in class watching and talking, laughing (yes-but; clumsy)
- Kids having trouble identifying 'whoops'. This one not done too well.
- Warm fuzzies identified.

Approach

- Puppets, role playing used to introduce games.
- Class asked by teacher to identify roles of people in puppet play. Clap after each play.
- Some kids going in and out of room (?)
- Teacher asks various questions re: previous game.
- Involvement of class either in role playing or answering questions. Teacher seems to really enjoy this, also.
- Kids laughing during some role playing.
- Kids seem to understand games and play them well.
- Desks, tables, books, etc. used in demonstration of games.
- Some kids bow after their demonstration.

Objectives

- To identify various roles in game-playing and the gain of that particular role.
- To involve certain kids in certain roles and to give each child a chance of being actively learning.

Other Issues

- Went on too long with tattle tale game.
- Teacher explains to Norm and I that one of the girls playing in tattle-tale (very involved) rarely says a word in class. Also, other girl plays a role she takes in real life.
- Kids getting restless toward end of hour.

APPENDIX J

PERSONAL OBSERVATIONS ON VARIOUS TAC LESSONS

Lesson One

(a) Content - There was a consistent difficulty with the 'natural' ego state. Teachers and students didn't really understand it. Perhaps it would be better to change this to 'playful'. 'Thinking' ego state also not explained too well. The role of the'thinker' as executive of personality, not clearly outlined. Perhaps the thinker needs to be described as the friend of the other ego states. It's fine to use one of the other ego states, as long as we think about it first. There also needs to be a closer link between the new categories (i.e. 'obedient' instead of 'adaptive') and the slides. The new categories have a somewhat narrower definition and the slides were developed in accordance with the old categories.

(b) Approach - A few of the slides are poorly developed; the brighter slides are more appealing. It is difficult to show slides in open area (lighting and outside interference) -- needs to be done in an enclosed room. It seems to be helpful to have an ego state poster on hand to refer to throughout the lesson (and during the week).

(c) Objectives - Despite the content problems, most of the children seemed to have no difficulty understanding the system. To illustrate, the following examples were presented by one child:

"Bossy - Go to bed, tomorrow's Halloween.
Obedient - Ya, I want to go out early.
Thinking - I'm going to be a witch.
Helpful - I've got a pattern, I'll make you the costume.
Stubborn - I want to make it.
Natural - Yippee, I'm going out with my friends."

Lesson Two

(a) Content - Almost all of the children were able to identify the bossy, helpful, stubborn and obedient roles. They had more difficulty with the thinking and natural sequences.

(b) Approach - The children seemed to love the cartoon slide presentation and there was a good deal of laughter throughout.

(c) Objectives - The childrens' continued interest in the program seemed to promote a more in-depth understanding of the TA system.

Lesson Three

(a) Content - The children had no difficulty in adopting the helpful and bossy roles. The complementary 'child' (obedient, stubborn) roles also started to emerge and this led to several insightful observations. The fact that the bossy role facilitated a stubborn response was a new discovery for many children. By acting in the various roles children had a chance to familiarize themselves with unfamiliar stances. This was quite apparent in several instances and was commented upon by teacher and classmates.

(b) Approach - There were vast differences in the manner in which children entered into the role playing. All of the children seemed to enjoy it, but in some classes it was obviously also used as a means of venting hostility. This seemed to have some relation to socio-economic level, with the lower groups being somewhat unable to enter into the situation in a constructive fashion. Perhaps it would be advisable to lead into the role playing by first having some puppet plays (or use more structured situations -- give each person the situation and role behavior).

In those classes where the role playing was effective it started slowly, but really took on momentum as the class progressed. They enjoyed preparing and presenting the plays and also were pleased with the applause that they received from their teacher and classmates. This was obviously a highlight in their daily activity.

(c) Objectives - Despite some problems in a few classrooms, the results were generally quite favorable and all three program objectives were promoted. Teachers indicated that some of the persons who were taking an active part were considered to be behavior problems or were generally very quiet. This led to changes in classroom behavior and some children began analyzing themselves in terms of the TA model. In classes where the teacher assigned children to unfamiliar roles, there was an opportunity to try out new approaches.

Lesson Four

(a) Content - The problem with the 'natural' category continued, but the children had no difficulty using the obedient and stubborn roles.

(b) Approach - (same as lesson three)

(c) Objectives - This lesson was basically a continuation of lesson three and the results were similar.

Lessons Five and Six

(a) Content - For the most part, the children seemed to have a good grasp of the material and were able to identify the various ego states. They also seemed to understand the benefit of acting in the thinking role.

In the lower grades (grade three) some of the children had difficulty with words such as "benefits", "discussion", and "annoying". These may have to be changed.

(b) Approach - Some of the teachers extended the role playing approach into their presentation of these lessons. This continued to be an effective tool and there was no lack of participation. The children were assigned various roles and they acted out the situations.

The lessons were not quite as successful in those classes where only the discussion method was employed, but it was still relatively beneficial.

Several of the teachers appeared to be unsure of themselves when faced with an analysis situation where the answers weren't clearly outlined. This was obviously an uncomfortable situation for them.

(c) Objectives - Most of the children seemed to be able to use the TA system with relative ease. There were also instances where the understanding was applied to actual classroom situations.

In those classrooms where role playing was used there also seemed to be a promotion of the other two goals. The children were receiving appreciation from their teacher and classmates and were also transacting easily with one another.

Lesson Seven

(a) Content - This lesson served as a general review of all the ego states and the children had an opportunity to familiarize themselves with different responses to the same situation. The children continued to show their insightful grasp of the material. They had no difficulty providing other situations and outlining the various possible responses.

(b) Approach - Some of the teachers presented the material by using the puppets that were provided. This seemed to hold the childrens' attention and they actively participated in the discussion.

Others involved the students more directly by using puppet plays.

This seemed to be most exciting for the children and everyone was involved. The plays were quite complex (some of the students had spent their noon hours in preparation) and the audience was encouraged to identify the various characters. Many of the puppets that were used in the plays were provided by various students -- they seemed to enjoy the extra recognition and attention that they received as a result of their contribution.

(c) Objectives - In addition to having an opportunity to synthesize their understanding of the TA system, the children became aware of the different possible responses to a situation. In those classes where puppet plays were used it was interesting to note the difficult time that certain children had with unfamiliar roles. This was an entirely new learning situation for them.

The participation in puppet plays seemed to enhance childrens' self image and encourage more satisfactory interpersonal relationships.

Lessons Eight and Nine

(a) Content - The warm fuzzy story was well received and the children found it fascinating. When called upon they were able to recall the story in great detail. The difficult task was making the transition from the very concrete story to the more abstract concept of warm fuzzies. Some of the children caught on quite quickly, but for others it was simply an interesting story.

Most of the children seemed able to grasp the concept of warm fuzzies in a discussion session, even if they couldn't associate it with the story. With younger children (grade three) one teacher effectively used the idea of animal pets as a foundation for verbal complements. Another teacher discussed warm fuzzies and cold pricklies in the context of personal experiences at home and in the classroom.

The exchange of verbal complements was a new and exciting experience for most of the children. They obviously thrived on this activity.

(b) Approach - As was mentioned above, the storytelling feature was most effective in holding the childrens' attention.

There were several adaptations of the exchange of warm fuzzy exercise. In one class the children not only gave warm fuzzies to a friend, but then introduced one another to the class using the warm fuzzy word list, giving an actual example from it. In another class, they chose partners who weren't their best

friends. They were also assigned the task of giving out warm fuzzies during the next few days and observing other people's reactions. One teacher was even comtemplating the possibility of turning the giving and receiving of warm fuzzies into a regular "show and tell" feature.

(c) Objectives - The major emphasis in this lesson seemed to be improving children's self image (receiving warm fuzzies) and enhancing interpersonal relationships (giving warm fuzzies). There also appeared to be a certain amount of understanding regarding the use of warm fuzzies and cold pricklies when relating with others.

A side issue that appeared in several classrooms was the improvement in vocabulary (spelling) as a result of working with several new adjectives.

Lesson Ten

(a) Content - The children seemed to be able to relate to most of the TA games and had no problem identifying them. The "Whoops I'm Sorry" game was a little more difficult to understand than some of the others.

There was often a reference to games going on in the classroom and this made the material even more meaningful.

(b) Approach - A great variety of approaches were utilized. One of the teachers simply read out the explanations of the various games and had a discussion. Another used puppets when explaining the games. The most effective presentations seemed to emphasize more direct student participation. The games were explained and the students prepared puppet plays or role playing situations as illustrations. A discussion followed each presentation.

(c) Objectives - The children appeared to be quite able to identify various TA games and seemed to have understood some of the basic concepts behind human dynamics. To a certain extent they were able to pinpoint games operating in the classroom and utilize this information appropriately.

The enhancement of self concept and encouragement of more satisfactory interpersonal relationships was promoted in those classrooms applying a more direct learning approach i.e. actively involving the children in the process by means of puppets or role playing.

Lesson Eleven

(a) Content - This lesson was usually preceded by a quick review of lessons eight and nine. It seems to logically fit after the ninth lesson and thus, perhaps a reordering of the lessons would be useful.

(b) Approach - Although there tended to be some rather mild protests regarding the giving and receiving of warm fuzzies on a group basis, all of the children quickly settled into the assigned task (along with the teacher). They were obviously enjoying themselves immensely and couldn't wait to look at their lists.

In each classroom several children indicated that they wanted to exchange warm fuzzies with me. Under these circumstances it was difficult to maintain my cloak of objectivity and I entered into the proceedings when approached.

(c) Objectives - The two objectives of improving self concept and interpersonal relationships were obviously reached in this lesson. It was more difficult to see an increase in the understanding of the concepts of warm fuzzies and cold pricklies. This varied greatly and was largely dependent on the quality of the discussion which preceded the activity.

Lesson Twelve

(a) Content - This was a basic review of the TAC material and seemed to bring all of the material into a more meaningful unit.

The children appeared to have a good understanding of both the first and second sections.

(b) Approach - This lesson was somewhat more subdued than some of the others as it revolved mainly around a discussion. Despite this, the children appeared to find it interesting as it gave them a good opportunity to express their views.

(c) Objectives - The major emphasis seemed to be on an understanding of the various TA concepts and their application to everday experiences.

Additional Suggestions

Some of the classrooms kept scrapbooks on their TAC activities and this undoubtedly contributed to an increased understanding of the material.

The warm fuzzy word chart was also used with a certain amount of success (although there were no instances of the children making up their own charts).

APPENDIX K

SELECTED COMMENTS FROM TEACHER EVALUATIONS OF VARIOUS TAC LESSONS

C - Content; A - Approach; O - Objectives

Lesson One

C - It is necessary to start out with information on ego states. Slides are good but you need a chart and some discussion of ego states prior to showing slides.

C - Terminology of "bossy, etc." is not adequate for Grade V. We used the terms "nurturing Parent, critical Parent" and extended the states of emotions to include "bossy, domineering, unreasonable, frustrating, etc."

C - Cartoon slides work well as introduction to concepts, simplified terms (i.e. bossy) were readily understood at grade 6 level (order of slides good).

C - Five of the six ego states were easily grasped. The Adult ego state will have to be better developed.

A - A slide introducing each behavior type would separate the examples more clearly.

A - The students reacted more positively to those slides that were brighter.

A - The children saw many situations with which they had had personal experience and related them to self.

A - Good illustrations on slides. Good to use A - V media at this level. Children enjoy cartoons. Excellent method of introducing the program.

O - Students began to look at their own feelings and to understand that others have similar feelings (and behave accordingly) in some situations.

O - The more perceptive students related themselves to slides, others related friends to characters.

O - Good - helps the child to look at himself realistically, the children enjoyed finding that the whole gamut of emotions is contained in each individual, his parents as well as himself.

Lesson Two

C - Offered good reinforcement of what was discussed in lesson one.

C - Some difficulty still with thinking - natural ego states.

C - The children seemed more impressed with this set of slides and were able to identify terms quickly and accurately.

A - slide stories: were a bit challenging, but children enjoyed identifying ego states. (Gr. 3)

A - I wonder if a tape could have accompanied the slides, thereby adding dialogue with "expressing voices" (more dramatic).

A - The slides were enjoyed tremendously and the children related personal experiences very readily.

O - The program objectives are becoming more obvious now. The students are beginning to recognize various ego states in themselves. It was surprising to hear the students labelling each other's behaviors in their interactions in the classroom.

O - The children showed understanding of their own behavior and that of their parents particularly.

O - A good understanding - but pupils forget to put into action the various points discussed.

Lesson Three

C - Since we found that in giving bossy or helpful dramatic situations, responses were made in the Child ego states of obedient, stubborn or natural. We found ourselves joining lessons three and four.

C - Material was satisfactory to demonstrate 'helpful' and 'bossy' roles. Provided interesting situations.

A - I would have appreciated more concrete suggestions for the role playing.

A - Role playing excellent for teaching in this area. Thinking students created their own roles, others required assistance.

A - Role playing had to be guided closely. Basic ideas were forgotten as pupils became involved in 'play' - there was a tendency to show off or fool around.

A - Role playing is fun and provides experience of bringing abstract concepts to life (retention of ideas is enhanced).

A - Role playing - extremely revealing to the children. They really "got involved" in their situations.

O - Their role playing and reaction to slides (lessons 1, 2) show they grasped the concept of ego states, but it's hard to tell if they're relating it to themselves.

? - I might be imagining it, but I feel there is starting to be a little more tolerance in their interactions i.e. less bossy and more suggestive or helpful situations.

O - Several of the children were beginning to relate the role playing to their own ego state and behavior. Eg. A girl seemed quite excited when she could verbalize her feelings and motives behind her very bossy behavior.

Lesson Four

C - Students had difficulty understanding and isolating 'natural' behavior -- term changed to 'playful' -- then less difficulty.

C - They role played some situations affecting them on the playground (problems they had at recess in games and with other classes). Decided how they could have better handled their problems (they involved stubborn action and easily identified it).

C - Home situations tended to be enacted here: 1. trying to see how far a child may go in frustrating a mother before she'll take drastic action. 2. How to play father against mother and vice versa. 3. Children were amused at discovering the ego states they were displaying.

A - Improvement in ability to 'role play'.

A - Role playing still caused enthusiasm and helped to reinforce the concepts.

O - Plays were efficient, but not effective. Pupils could act out parts, but could not apply them outside the role playing.

O - Other Issues - I am attempting to get the potentially bossy (etc.) individuals to assume different roles. Some of them find this difficult.

O - Children really enjoyed this. One girl who is always quiet came on 'literally' screaming and shouting in the play.

O - Children were relating well to one another and to the situations presented. They could make up their own situations with a great deal of sensitivity to the essence of each state.

Lessons Five and Six

C - Children could identify with characters in situations 2, 3, and 4. They could not identify with # 1 as they have no concept of waiting for a school bus as such. They walk to school. Also, being late does not cause reprimands or punishments in our school so they couldn't see it as a problem.

C - The stories were easy to relate to - discussions were also good and we discussed similar situations on the playground (bringing in personal experience).

C - Content was good. This seemed to be the most difficult ego state to understand and stories helped clear up this concept.

A - Roles of each character in each story should have been identified for the benefit of the teacher. Very confusing to teach when we had trouble identifying the roles for sure ourselves.

A - Students role played each situation given and the class discussed after each one (by role playing the others could see what was happening, less confusing than if I had just read the examples).

O - Several instances of concentrating on the negative aspects e.g. it's better to be good - but more fun to do naughty things.

O - The pupils were able to recognize behavior readily. They had a good understanding of the reasons behind the behavior and could see a cause - effect relationship. There was an indication of a development in their ability to understand the behavior of others as well as themselves.

O - Children became excited and involved. Other children then started quarrelling. Their actions were then analyzed by other students as illustrating presented situations.

Lesson Seven

C - Material gave good review and a good basis for further discussion.

C - Students could easily identify with the characters in the situations given.

A - I also made up extra situations and we discussed them, with one child making a response and another identifying it as helpful, bossy, etc.

A - Terms were fully clarified by examples and you gave us the correct response so that we could guide the students.

A - Puppets were introduced with extreme success and pleasure on the part of the children.

O - So far they've been able to recognize the ego states and see that they need to work on 'thinking' and 'helpful'.

O - Students were quite surprised to learn that one situation could have so many responses.

O - The students appear to be extending their knowledge of themselves by being able to identify the type of behavior they exhibit in given everyday situations.

Lessons Eight and Nine

C - Storytelling - an interesting way to introduce the concepts.

C - Seemed a little puzzled with the story, but after the discussion were able to relate to it.

C - Students had difficulty at the end really knowing if a "cold prickly" was an ice cube or a cruel comment. They think in a very concrete manner so once abstract 'word' examples were given it was clear.

C & A - The children were very enthusiastic about this. They paired off with several partners and each wound up with a sheaf of fuzzies. One little boy (who has a good deal of trouble getting along with others) copied his tests onto another paper - quite an emotional experience. Many of the children gave me lists of warm fuzzies.

One little girl (the bossiest child I've ever met) burst into tears. "I'm not like that at all!" We told her that this is the way her classmates see her. She cried even harder and said, "But it's not the way I'm treated at home!"

A - I used cotton batten and sandpaper (rubbing their noses with each with their eyes closed) to bring out the different feelings (i.e. "warm and cozy" and "cool and awful"). Students loved this. They readily transferred the thought that warm fuzzies and cold pricklies are not objects, but are things said or done to make another person feel good or bad.

A & O - Since the class got really interested in the list of warm fuzzies we had collected on the blackboard, we used the suggestion given in lesson 11. Everyone took a blank sheet with their name on it and we passed them around until everyone had at least fifteen different warm fuzzies (then we had some repeats. Up to

28 fuzzies each). I walked around the circle stopping often to pick up someone's card and writing a warm fuzzie. We wore our list for the morning and most taped them to their desks for a day or two. During this time we all tried to be conscious of the good points others have and many fuzzies were passed around (I hope it lasts).

O - They loved it and were so proud of the warm fuzzy list they received - Could see that some of the problem ones were especially pleased.

O - Although it was a beautiful day outside, a spontaneous remark was heard at the end of this lesson. "This is more fun than Recess" was said by one of my regular 'football players'! Not many lessons can compete with recess.

O - This lesson pointed out to all of us how seldom we give out warm fuzzies and how 'unused' we are to giving them. Better yet, it pointed out how nice it is to receive them.

Lesson Ten

C - The students came up with many more games, some of which I was not aware of.

C - Recognized the problems easily - they know how to play these games from experience! They agreed the warm fuzzies were more worthwhile than cold pricklies.

C - Students could readily identify except with the "Whoops - I'm Sorry" game. We've never seen it in our classroom and they couldn't understand it.

A - Role played TA games (had difficulty with that term).

A - We discussed the types of games and shared experiences. I think that dramatizations would have been helpful here.

O - Pupils could recognize attention getting games and realized that any attention is better than no attention. Also, they recognized reasons for the behavior and consequences resulting from the behavior.

O - I found it incredible that youngsters can be such professional 'con-artists'. They elaborated on other games they play - they know what they're up to.

O - Saw themselves and others in the games. Through discussion they saw the distinction between getting attention with 'warm fuzzies' and 'cold pricklies'. They saw more positive ways of getting attention.

O - Generally well met. Exception - those who play these games need many lessons of this concept. I'm afraid that those who play the TA Games will continue unless a consistent approach is used for a full school term at least.

Lesson Eleven

C - This was a good activity. The anonymity of the comments allowed them to put what they really felt (ex. boys - girls).

C - Most of the children understood the concept and became involved in sharing experiences eg. times wh-n they felt they were not OK but others were.

A - Some students found it difficult to say or write warm fuzzy words about others.

A & O - The pupils seemed quite excited about the activity. There was some verbal protest on the part of a few pupils, but it was very mild. No one physically protested by not cooperating. Everyone was anxious to see what the others had written about them. Many of the pupils kept their papers.

A - Each pupil came to the front and read the warm fuzzies on his card (with exceptional pleasure).

O - This meant a lot to them. They were excited about doing it and after taking their papers off, wanted to share their warm fuzzies with me - I think it did quite a bit for their self concept.

O - Improvement of their self-images. They were talking to their friends in the other class about some of the words they got.

O - Good lesson at Grade Six level (surprised me). Accomplished better feelings of self and others.

Lesson Twelve

C - We reviewed concepts gathered from the program. Students conversed readily and gave many good ideas.

C - Review material necessary for culmination - material provided covers all areas.

A - Reviewed through discussion and questioning - stressing how we can change - Will show film 'Johnny Lingo' to follow up on importance of believing in self and others.

A - Children did not appear to be interested in rehashing old experiences. They wanted to do more skits or something 'real'.

O - Students showed great store of knowledge.

O - Discussion following the review led to relating personal experiences of feeling during the program. Some children felt they had experienced the recognition of undesirable behavior and are attempting a change. Others had a better feeling about themselves.

O - From having an overall review - pulling things together at once, the class seemed to be thinking about this in a different way than before.

APPENDIX L

PILOT STUDY

It was my purpose in this preliminary research to investigate the possibility of using a transactional analysis program with children from grades three to six. I initially intended to use the Freed (1971) TA program, but found it somewhat inappropriate because of the heavy emphasis on the cognitive realm. As a result, I made the following modifications to the program:

a. Although I continued to use the basic outline, I summarized the material and presented it verbally in a much shorter time span.

b. Extensive use was made of art and role playing to communicate the various ideas.

c. Several new exercises were added to the program.

d. An attempt was made to employ my Nurturing Parent and Natural Child as well as my Adult when presenting the material. The previous program tended to restrict communication to the Adult ego state.

This revised TA program was presented to a grade four group of students over a six week period. The dimensions selected for evaluation of change were internal - external locus of control (as measured by the Nowicki and Strickland, 1973, I-E Scale) and self esteem (as measured by the Coopersmith, 1967, Self-Esteem Inventory). With regard to locus of control, the internal control dimension closely approximates the Adult ego state in transactional analysis theory. If the treatment program is successful there should be a move towards the Adult and a corresponding shift on the internal - external measure. Thus, the first hypothesis is that there will be a significant increase in the degree of internality as a result of participation in the treatment program. The self-esteem measure relates to the

existential position assumed by the person. Harris (1967) indicates that although most people operate from a position of "I'm Not OK - You're OK", they should be operating from the position "I'm OK - You're OK". A move toward the "I'm OK - You're OK" position coincides with an increase in self-esteem. This leads to the second hypothesis, which is that participation in the transactional analysis program will result in increased self-esteem.

The results of the pre and post testing are as follows:

TABLE I

A t-test comparison of Pretest and Posttest Means on the Internal - External Locus of Control Scale

GROUPS	N	MEAN	STANDARD DEVIATION	t	p
PRE	19	20.47	3.12		
				-2.55	.02*
POST	19	18.53	3.68		

*two-tailed

NOTE: In scoring the I-E Scale, the number of external items selected by the subject makes up his I-E Score.

TABLE II

A t-test comparison of Pretest and Posttest Means on the Self-Esteem Inventory

GROUPS	N	MEAN	STANDARD DEVIATION	t	p
PRE	14	27.14	4.75		
				3.11	.008*
POST	14	30.07	6.15		

*two-tailed

Using a criterion alpha of .05, it becomes clear that there are indeed significant differences between the pre and post - test scores in both the first and second analysis. Although the results are only pre-experimental, they are encouraging and give some support to the notion that transactional analysis can be effectively used in the elementary classroom.

APPENDIX M

TRANSACTIONAL ANALYSIS WITH CHILDREN

(TAC) PROGRAM

INTRODUCTION

TAC is a program of lessons and activities based on transactional analysis principles. It is designed to help students from grades three to six better understand themselves and others.

The program is designed for use by teachers, counsellors, social workers, psychologists, and other professional helpers. In order to use the program effectively it is necessary to have a basic understanding of the transactional analysis framework. This can be accomplished by participating in a short introductory training session or by thoroughly reading the book I'm OK - You're OK by Thomas A. Harris. In addition to acquiring this theoretical background, there is also a need to apply certain personal skills when presenting the material. The trainer will have to be alert to the specific needs and attitudes of the group members. He will also have to possess a certain amount of warmth and tolerance, and be able to communicate this through his actions to the group members.

The twelve TAC lessons represent the minimum amount of instruction necessary for change. There may be several occasions when it is useful to extend a particular topic area beyond the prescribed time limits. This is left to the discretion of the individual teacher.

SECTION ONE - STRUCTURAL ANALYSIS

SLIDES

Lesson One

1. Focus

2. Ego State Chart, breaking down the ego states into their various components.

Bossy

3. A child supervising the use of the water fountain. She tells another child, "It is not your turn Johnny! Get to the end of the line."

4. A child tells his mother, "This house is always messy when I bring home friends. It's your job to keep it cleaner."

5. A father tells his son to "Turn off that TV! Right now!"

6. A mother says to her daughter, "You do those dishes - or else!"

Helpful

7. Two girls are roller skating and one girl falls down. The other girl says, "You cut yourself when you fell. I'll go get you a bandage."

8. A daughter makes breakfast and brings it to her mother (who is in bed) so that she can rest.

9. A mother hands a scarf to her son and says, "This scarf will keep you nice and warm while you're outside playing."

10. A boy takes the snow shovel from his father and says, "You've been working hard all day Dad - Let me shovel the sidewalk for you."

Thinker

11. A girl asks a young man what time it is. He replies that it's almost eight o'clock.

12. A father asks his son if he has time to help him paint and the son indicates that he does have time.

13. A mother asks her daughter if she has found a dress for the party.

The daughter replies that she hasn't found one she likes yet.

14. Two boys are walking along and one of them asks the other if he would like to come over and see his new catcher's mitt. His companion indicates that he would like to see it.

Obedient

15. Daughter asks mother if she has finished making her dress. Mother replies, "I'm so slow aren't I? I'll stay up late tonight and finish it!"

16. One girl says to another, "I think someone took your coat by mistake." She replies, "It's my fault for leaving it there I guess."

17. Mother asks if son is ready for school. He replies, "I'm hurrying as fast as I can Mom!"

18. One girl asks her friend if she will carry a book for her. The friend responds, "Yes, I'll carry all the books if you want me to."

Stubborn

19. Father says, "Please don't leave your bike in the driveway" and daughter replies, "I'll leave my bike wherever I want."

20. Son asks mother if she will iron a shirt for him and she responds, "Why should I have to iron your shirts."

21. Lamp is broken and mother asks, "What happened to my lamp?" Son replies, "Why ask me? Figure it out yourself."

22. A student says, "The teacher asked us to hand in our reports today." Another person says, "Well I'm not handing in any report to her."

Natural

23. Daughter says to mother, "I love the crunchy sound an apple makes when you bite it." Mother replies, "Yes - Especially a big ripe red one."

24. Father looks at sleeping dog and says, "I wonder if dogs have dreams."

Lesson Two

1. Mother says to father, "You should lose some weight - You're too fat!" and he replies,"Yes - you're right, I'll start dieting today."

2. When mother leaves father goes to refrigerator and says, "Ha! Now that she's gone I can eat some of that yummy fudge!"

3. Son then comes into the room and says, "Dad - I thought you were supposed to be dieting! How come you're eating fudge?"

4. Father shares the fudge with him and states, "Now don't you tell Mom on me Billy! I'll give you some fudge if you keep it a secret."

5. Billy leaves house saying, "Mmm - This is good fudge."

6. Another child then comes along and asks what he has got there. He replies, "Some yummy chocolate fudge Susan."

7. Susan says, "You're supposed to offer me some you know!"and Billy responds, "Well gee! I've only got two pieces left."

8. She then says, "Your Mom is going to be mad when she finds out you wouldn't share it." Billy gives in and says, "Well okay Susan, take this piece."

9. She replies with indignation, "That's the smallest piece! You're supposed to keep it yourself."

10. He then says, "Oh - take both pieces then."

11. Susan then comments, "Oh Billy! Now you don't have any left." He responds, "Well offer me some then."

12. She says, "Here you can have this piece" and he replies, "Now Susan - you know you're supposed to keep the smallest piece yourself."

13. She concedes and says, "Oh take the big piece you big smartie."

14. He replies, "I'm sure glad you have good manners Susan."

15. END.

Lesson One

The students should be informed that they will be taking part in a special type of program over an extended period of time. The program is designed to help them better understand themselves and others. Discuss why it is important to have this kind of understanding.

In introducing the program the notion of ego states will be the first concept to be developed. The first section of the prepared cartoon slides will be a useful tool to illustrate the various ego states. As you will notice, there has been some changes in labelling. Rather than the traditional terminology, the following adjectives are used to describe the different ways of acting: helpful (nurturing Parent), bossy (critical Parent), thinking (Adult), obedient (adaptive Child), stubborn (rebellious Child) and natural (natural Child). This change in terminology was necessary for the children because of the confusion in using familiar words such as Parent, Adult and Child in a somewhat different framework.

* SLIDE KEY

(a) bossy

(b) helpful

(c) thinking

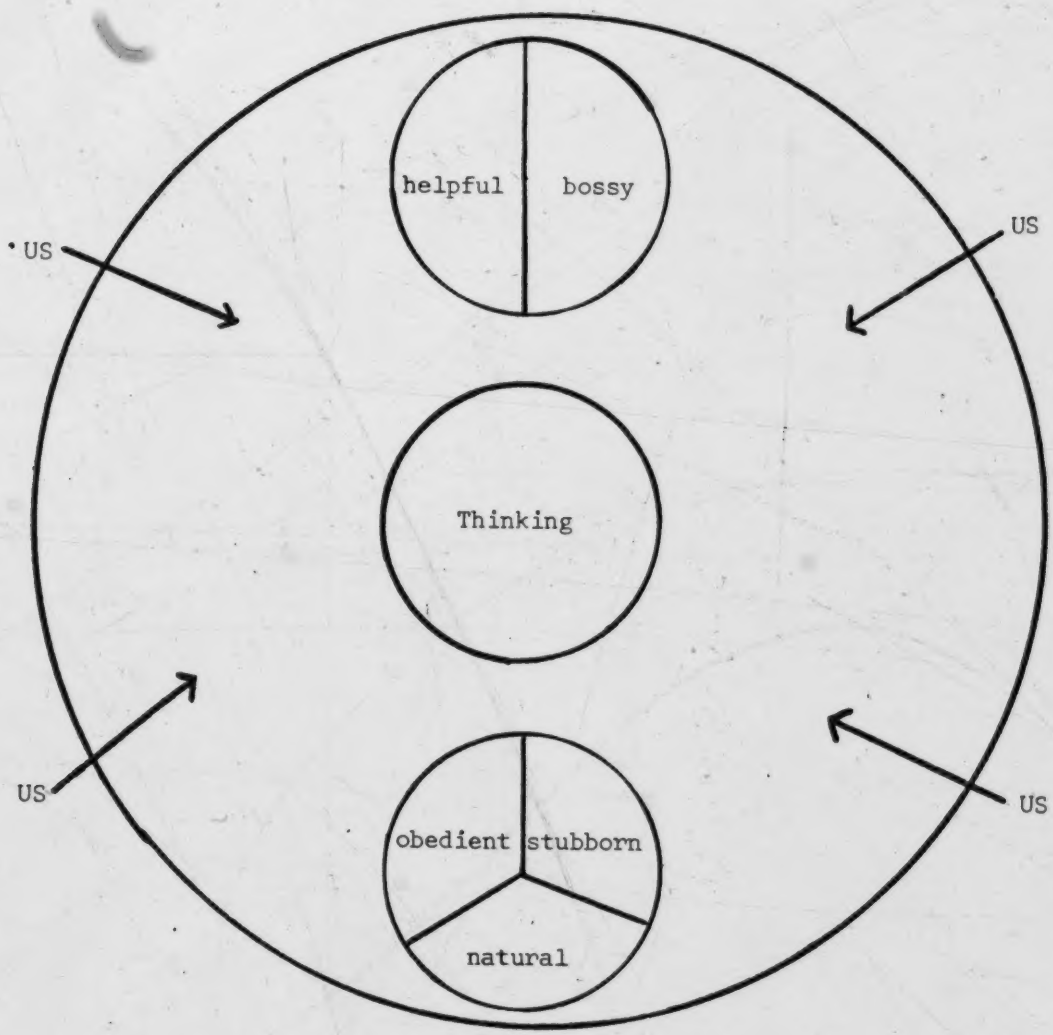
(d) obedient

(e) stubborn

(f) natural

NOTE: The following P-A-C diagram is outlined in the slide presentation, but it may also be useful to have a similar poster placed in the classroom on a more permanent basis.

P-A-C DIAGRAM


helpful
bossy
US
US
Thinking
US
US
obedient
stubborn
natural

Lesson Two

Start off with a general review of the transactional analysis system which was introduced in the previous lesson.

After the general review, introduce the second section of the cartoon slides. Begin by going through all the slides very quickly and then go back over each individual frame. Have the children identify some of the various ego states from which the individuals operate (the answers are listed below).

1. bossy - obedient
2. stubborn
3. bossy
4. stubborn
5. natural
6. thinking - natural
7. bossy - stubborn
8. bossy - obedient
9. bossy
10. obedient (stubborn)
11. helpful - bossy (stubborn)
12. obedient - bossy (stubborn)
13. obedient
14. bossy (stubborn)

If there is any additional time, have the children give examples from their own personal experience and then try and label the ego states.

NOTE: The brackets refer to the actual ego state in which Billy was operating. Because trickery was involved, Billy used various ego states to reach his goal.

Lesson Three

In this lesson the major emphasis will be on the Parental mode of interaction. As outlined in the P-A-C diagram, there are essentially two ways of acting within the Parental ego state. A person can either be very critical and bossy or he can be helpful and lifesaving, guarding against potential dangers.

To give the Parent ego state a little more impact, have the students do some dramatic presentations. Arrange the desks in a semi-circle with the center serving as the stage. Ask for volunteers and do some plays using the "bossy" and "helpful" means of interaction. This is probably something quite new for them, and it may be necessary to give a certain amount of direction for the plays. For example, when doing a bossy play the situation might be a bossy child telling another child not to play on the swings. For a helpful play, the situation might be a helpful child helping another child who has cut himself on the swings. If a play starts to break down, intercede and help the children continue with relevant dialogue. Ensure that applause follows each performance. Emphasize that participation in the plays is hoped for, but it is still a matter of individual choice.

Lesson Four

The Child ego state will be emphasized in this lesson. There are three possibilities for the person in the Child ego state. He can be obedient and do what he is told or he can be stubborn and resentful. He can also be natural and funloving and enjoy life to the fullest.

Dramatic presentations will again be used to emphasize the different positions within the Child ego state (with particular emphasis on the stubborn and obedient ways of acting.) The students will likely not need as much direction as before and will be able to perform quite adequately.

Lessons Five and Six

The Adult ego state is the main focus of the fifth and sixth lessons. Harris (1969) defines the Adult ego state as a "data processing computer, which grinds out decisions after computing the information from three sources: the Parent, the Child, and the data which the Adult has gathered and is gathering" (p. 53). The Adult is also used to examine Parent data and to evaluate whether the feelings in the Child are appropriate to the present situation. It is the executive of the personality and needs to be in control.

The following stories may be useful in explaining the functions of the Adult. Analysis and discussion will follow each story.

1. John, Bill and Susan were waiting for a bus to take them to school. John was very cold and was complaining about the bus being late. Mary told him to quit being such a baby. They started arguing and soon were pushing each other into a snow drift. Bill saw the bus coming and broke up the fight. Thanks to Bill they managed to catch the bus and were not late for school.

Analysis and Discussion:

(a) Identify the ways in which each person was acting in the story.

(b) What are the benefits of acting like Bill?

2. Joan and Brian were watching T.V. and their father came home from work. He slammed the door when he came into the house and went upstairs. He shouted at them and told them to turn off the T.V. Joan shut off the T.V. and quickly went to her room. Brian started to go to his room, but then went back to the T.V. and turned it on. His father rushed downstairs and gave Brian a good swat. Brian started to cry and ran into his room. Later on, Brian and Joan were talking and Joan explained to him that even parents have bad days now and then.

Analysis and Discussion:

(a) Identify the way in which each person was acting in the story.

(b) What are the possible benefits of acting like Joan?

3. Tom was a new student at the school. He was very shy and was afraid to meet new people. At recess he sat on the steps and watched the other kids play in the playground. Paul saw him sitting and thought about whether he should go over and talk with him. If Tom was a good guy he could have a lot of fun with him, if he wasn't a good guy then he could leave him alone. It seemed to be a good idea and he decided to go over and talk with Tom. They soon became good friends and went everywhere together. Paul was sure glad that he had made the effort to get to know Tom.

Analysis and Discussion:

(a) Identify the way in which each person was acting in the story.

(b) What are the possible benefits of acting like Paul?

4. Allan sat at the back of the room and often threw paper clips at the other students. Mark decided to talk to him about his annoying habit. As a result of their discussion Allan decided to leave Mark alone. He continued to throw clips at the other students and one day Phillip got so angry that he started to fight with Allan. The teacher came over and broke up the fight, and both kids had to stay in after school.

Analysis and Discussion:

(a) Why do you think that Allan persisted in throwing paper clips at many of his classmates?

(b) What do you think that Allan and Mark talked about?

(c) Identify the way in which each person was acting in the story.

(d) What are the benefits of acting like Mark?

The fourth story can lead into a discussion of "stamp collecting." This goes beyond what is discussed in Harris' book I'm OK - You're OK. The term "stamps" refers to the practice of collecting trading stamps

when making purchases and later redeeming them for merchandise. This is a phenomenon which is somewhat unique to the United States, and to make it more relevant to Canada the term "coupons" may be substituted. In Canada, coupons are collected from gas stations (and from some other business establishments) in much the same manner as stamps are collected in the United States.

In terms of human interactions, coupon collecting refers to the particular feelings that the Child ego state collects in a series of transactions. For example, in the fourth story Phillip was saving angry coupons every time that Allan hit him with a paper clip. He finally felt that he had gathered enough anger coupons and cashed them in by fighting. Sometimes people cash in their coupons by directing their anger toward other people who aren't really involved. An example of this is the student who gets heck at home and takes out his frustration on some of his weaker classmates.

Coupon collecting can refer to other types of feelings such as jealousy, fear, sadness, and so on. These are often collected in the same way that people gather anger coupons. In order to change the situation we have to get the Adult working, and try to deal with the problems in the present moment.

NOTE: For further information on coupon (stamp) collecting refer to the book Born to Win by James, M. and Jongeward, D.

Lesson Seven

In order to clarify the differences between helpful, bossy, thinking, stubborn and obedient ways of acting describe different responses to the same situation. For example, if it happens that Tim is walking to school and Luke runs into him, Luke might say, "Gee, I never even saw you." Tim then can reply with one of the following responses: (a) Why don't you watch where you're going; (bossy) (b) I hope you didn't hurt yourself (helpful); (c) We are lucky not to be hurt (thinking); (d) No kidding (stubborn); or (e) Oh, I should have been watching more carefully (obedient). Give an example of each type of response and have the class identify the ego states of the respondents.

Other situations are as follows:

1. Situation - Your mother is trying to sleep and you are playing in another room. She wakes up and asks you to be more quiet.

Responses -

(a) (bossy) You shouldn't try to sleep during the day.

(b) (helpful) I hope that you can get back to sleep.

(c) (thinking) O.K.

(d) (stubborn) Forget it, I'm not going to be quiet.

(e) (obedient) I just wasn't thinking, I shouldn't be making so much noise.

2. Situation - You are going to the show and lose your money. Your friend says to you, "Did you lose your money?"

Responses -

(a) (bossy) You shouldn't interfere in other people's business.

(b) (helpful) Yes, thanks for your interest.

(c) (thinking) Yes, I did.

(d) (stubborn) You probably stole it.

(e) (obedient) Yes, I should have been more careful.

If there is time have the students suggest more situations and give the different responses.

NOTE: It may be useful to use puppets when describing the various situations. This can also lead to the involvement of some of the children in puppet plays.

SECTION TWO - MOTIVATION AND GAMES

Lessons Eight and Nine

This is the start of a new section and should be introduced as such.

Strokes are necessary for survival and refer to the attention and recognition we get from other people. When this attention and recognition is positive it is referred to as "warm fuzzy" strokes, and when negative as "cold prickly" strokes. Examples of warm fuzzy and cold prickly strokes are as follows: W.F. - having the teacher say that you really do good work, having someone say that you are sure a kind person, or being hugged by your mom and dad because you're such a wonderful boy or girl; C.P. - causing so much trouble in the classroom that everyone has to tell you to be quiet, pushing or talking back to your parents so that they will yell or give you a slap. Both the warm fuzzies and cold pricklies provide attention and recognition from other people. The only difference is the feelings which are associated with these different types of strokes.

Claude Steiner has written an interesting short story dealing with warm fuzzies and cold pricklies. The story seems appropriate for all ages and should be read to the students.

WARM FUZZIES

"Once upon a time, a long time ago, there lived two very happy people called Tim and Maggie with two children called John and Lucy. To understand how happy they were, you have to understand how things were in those days. You see, in those happy days everyone was given at birth a small, soft, Fuzzy Bag. Anytime a person reached into this bag he was able to pull out a warm Fuzzy. Warm Fuzzies were very much in demand because whenever somebody was given a warm Fuzzy it made him feel warm and fuzzy all over. People who didn't get warm Fuzzies regularly were in danger of developing a sickness in their back which caused them to shrivel up and die.

In those days it was very easy to get warm Fuzzies. Anytime that somebody felt like it, he might walk up to you and say, "I'd like to have a warm Fuzzy." You would then reach into your bag and pull out a Fuzzy the size of a little girl's hand. As soon as the Fuzzy saw the light of day it would smile and blossom into a large, shaggy, warm Fuzzy. You then would lay it on the person's shoulder or head or lap and it would snuggle up and melt right against their skin and make them feel good all over. People were always asking each other for warm Fuzzies, and since they were always given freely, getting enough of them was never a problem. There were always plenty to go around and as a consequence everyone was happy and felt warm and fuzzy most of the time.

One day a bad witch became angry because everyone was so happy and no one was buying her potions and salves. This witch was very clever and she devised a very wicked plan. One beautiful morning she

crept up to Tim while Maggie was playing with their daughter and whispered in his ear, "See here, Tim, look at all the Fuzzies that Maggie is giving to Lucy. You know, if she keeps it up, eventually she is going to run out and then there won't be any left for you."

Tim was astonished. He turned to the witch and said, "Do you mean to tell me that there isn't a warm Fuzzy in our bag every time we reach into it?"

And the witch said, "No, absolutely not, and once you run out that's it. You don't have any more." With this she flew away on her broom, laughing and cackling hysterically.

Tim took this to heart and began to notice every time Maggie gave up a warm Fuzzy to somebody else. Eventually he got very worried and upset because he liked Maggie's warm Fuzzies very much and did not want to give them up. He certainly did not think it was right for Maggie to be spending all her warm Fuzzies on the children and on other people. He began to complain every time he saw Maggie giving a warm Fuzzy to somebody else, and because Maggie liked him very much, she stopped giving warm Fuzzies to other people as often, and reserved them for him.

The children watched this and soon began to get the idea that it was wrong to give up warm Fuzzies any time you were asked or felt like it. They too became very careful. They would watch their parents closely and whenever they felt that one of their parents was giving too many Fuzzies to others, they also began to object. They began to feel worried whenever they gave away too many warm Fuzzies. Even though they found a warm Fuzzy every time they reached into their bag, they reached in less and less and became more and more stingy.

Soon people began to notice the lack of warm Fuzzies, and they began to feel less and less fuzzy. They began to shrivel up and occasionally, people would die from lack of warm Fuzzies. More and more people went to the witch to buy her potions and salves even though they didn't seem to work.

Well, the situation was getting very serious indeed, the bad witch had been watching all of this and didn't really want the people to die so she devised a new plan. She gave everyone a bag that was very similar to the Fuzzy Bag except that this one was cold while the Fuzzy Bag was warm. Inside of the witch's bag were cold Pricklies. These cold Pricklies did not make people feel warm and fuzzy, but made them feel cold and prickly instead. But, they did prevent peoples' backs from shrivelling up. So from then on, every time somebody said, "I want a warm Fuzzy," people who were worried about depleting their supply would say, "I can't give you a warm Fuzzy, but would you like a cold Prickly?" Sometimes, two people would walk up to each other, thinking they could get a warm Fuzzy, but one or the other of them would change his mind and they would wind up giving each other cold Pricklies. So, the end result was that while very few people were dying, a lot of people were still unhappy and feeling very cold and prickly.

The situation got very complicated because, since the coming of the witch, there were less and less warm Fuzzies around, so warm Fuzzies, which used to be thought of as free as air, became extremely valuable. This caused people to do all sorts of things in order to obtain them. Before the witch had appeared, people used to gather in groups of three or four or five, never caring too much who was giving warm Fuzzies to whom. After the coming of the witch, people began to

pair off and to reserve all their warm Fuzzies for each other exclusively. If every one of the two persons forgot himself and gave a warm Fuzzy to someone else, he would immediately feel guilty about it because he knew that his partner would probably resent the loss of a warm Fuzzy. People who could not find a generous partner had to buy their warm Fuzzies and had to work long hours to earn the money. Another thing which happened was that some people would take cold Pricklies - which were limitless and freely available - coat them white and fluffy and pass them on as Fuzzies. These counterfeit warm Fuzzies were really plastic Fuzzies, and they caused additional difficulties. For instance, two people would get together and freely exchange plastic Fuzzies, which presumably should make them feel good, but they came away feeling bad instead. Since they thought they had been exchanging warm Fuzzies, people grew very confused about this, never realizing that their cold prickly feelings were really the result of the fact that they had been given a lot of plastic Fuzzies.

So the situation was very, very dismal and it all started because of the coming of the witch who made people believe that some day, when least expected, they might reach into their warm Fuzzy Bag and find no more."[1]

And then a young person from a far off place came to this unhappy land. He knew about the bad witch's plan and was sent by his father to free the people. He knew that there was plenty of warm fuzzies for

1. Steiner, C.M. A fairytale. Transactional Analysis Bulletin., 1970, 9, 146 - 149.

everybody and he gave them to everyone he met. People began to feel better and he told them all about the bad witch. Many of the boys and girls, and their moms and dads listened to him very closely and started to give each other warm fuzzies. They felt much better and tried to tell everyone they met about the message from the young stranger. Some of the people were too scared to believe them, however, and they said that they were liars and fools. They still believed the old witch and decided to do everything they could to make people believe that their warm fuzzies would run out if they weren't very stingy with them.

As of now, it is hard to say what will happen. Some people are giving warm fuzzies to everyone they meet, knowing that they will never run out. Others are jealously guarding them because they are afraid to take a chance. I wonder if the young stranger will ever succeed in freeing all the people from the bad ideas that were taught by the evil witch.

At the end of the story it might be beneficial to encourage a short discussion of what was happening in the story. Try to relate this to the present situation.

Suggest that maybe we should take the advice of the Young Stranger and give each other a few warm fuzzies. Get the students to provide as many warm fuzzy words as they know (good, strong, beautiful, etc.) and write them on the board. Then divide the students into pairs and ask them to secretly write the warm fuzzy words which seem to

describe their partner (answering the question "What I like about you" using ten words which have been selected from those on the blackboard). After they are finished, have them share their warm fuzzies with each other. Repeat this exercise using different partners each time, until the end of the period.

NOTE: Recopy the warm fuzzy words onto a separate piece of paper, as they will be used again in a later lesson.

Lesson Ten

Indicate that "TA games" are a little different from things like baseball, hockey, kite flying, and so on.

Referring back to the lesson on strokes, introduce TA games as a devious way of getting strokes. Because people don't feel that other people love them enough to give away free strokes they try to figure out devious ways to force people to stroke them.

Games are described by Berne (in Harris, 1969, p. 146) as "an ongoing series of complementary ulterior transactions progressing to a well defined predictable outcome." They are used to 1. provide needed psychological stimulation (stroking); 2. help structure psychological time (keep us from getting bored); and 3. affirm the existential position of each player (I'm OK - You're not OK; I'm not OK - You're OK; and I'm not OK - You're not OK).

There are many different types of TA games and it may be useful to focus on games which seem to have been going on in the classroom. Some common classroom games are as follows:

1. The Tattle Tale Game (Let's You and Him Fight)

In the tattle tale game a student might tattle to the teacher about other students making too much noise. The teacher may then thank the tattle tale for his help (give him a warm fuzzy) and then scold the rest of the class. The tattle tale has the fun of watching all the students get heck.

2. Whoops, I'm Sorry

This is a game played by people who are always very clumsy. For

example, suppose a child asks the teacher if he can go and sharpen his pencil. On the way to the pencil sharpener he slips and falls against one of the desks. The teacher rushes over to see that he is not hurt and everyone in the class is interested in what is happening. (attention) The teacher sends him to the nurse and she gives him a band-aid for his sore arm (more special attention). When he gets back to the classroom he accidentally knocks the garbage can over as he comes into the room. Everyone looks to see what is happening and he slowly cleans up the mess. There seems to be an endless succession of accidents and after each accident he gets special attention.

3. Clown

In this game a person in the class always does stupid things to make everyone in the class laugh at him. Because the person doesn't feel that he can get attention in any other way, he decides to get his strokes by acting stupid.

4. Why Don't You, Yes But

In this game a student comes to the teacher with a problem. For example, suppose that he is finished his work and wants to do something else. The teacher suggests that maybe he could work on his nature project. He replies with, "Yes, but I don't have my scrapbook at school". The teacher then says to him, "Well, why don't you finish your arithmetic assignment". He says, "Yes, but I'm tired of doing arithmetic." And so the game goes on and on. The problem is not solved, but the student has managed to keep the teacher busy discussing it with him.

Discuss some of the games that are played in the classroom and

consider the various reasons why games are played.

NOTE: It may be worthwhile to use puppets when explaining the various types of games.

Lesson Eleven

In this lesson the major emphasis is on the existential position which is assumed by most persons - namely, I'm not OK - You're OK. People who assume this position do not feel good about themselves and have to resort to devious games to get the needed stroking.

It wasn't always this way and the negative self-evaluation is largely a function of learning. One of the purposes of the TAC program is to take time to review the existential position using the Adult ego state. The thinking part of us helps get the facts straight and changes people from frogs or ugly ducklings into princes and princesses.

After a short discussion bring out all the warm fuzzy words which were put forward in the lessons on stroking. Write these words on the board and have everyone pin an empty sheet of paper on their back. Arrange the desks in a semi-circle and have everyone move to the middle. The object of the exercise is to have each person write different warm fuzzy words on the blank sheets of paper. For example, if there were thirty persons in the room, each person would end up with twenty-nine warm fuzzy words on his back.

Lesson Twelve

This last lesson is provided for a general overall review of the material. There are several key points which need to be emphasized.

1. Everyone acts within their Parent (helpful, bossy), Child (obedient, stubborn, natural) and Adult (thinking) ego states at different times. It is important to know how we are acting and how others are responding to us.
2. The Adult ego state usually needs to be developed more fully. In times of difficulty it is usually the Adult which keeps us out of trouble.
3. People need strokes, especially warm fuzzy ones. We need to get them from other people, and in turn should give them abundantly to others.
4. Some people feel that other people won't give them free strokes and try to figure out devious ways to get them (TA games). This usually isn't a very satisfying way of fulfilling our need for strokes and time structure.
5. Many of us don't feel very good about ourselves. We can change this if we use our Adult ego state to change ourselves from frogs or ugly ducklings into princes and princesses. We're all OK.

ADDITIONAL SUGGESTIONS

1. The students may be interested in keeping a scrapbook on their TAC activities. This could include items such as:

   (a) the P-A-C chart
   (b) drawings of the various ego states
   (c) examples of different transactions (from their own experience)
   (d) their warm fuzzy words
   (e) a warm fuzzy word chart

2. The class could be divided into five groups, and each group could devote itself to studying one of the ways of acting (bossy, helpful, thinking, stubborn, obedient, natural). They then could present puppet plays or dramatic presentations based on situations they have devised. These plays could be presented to various other classrooms as well as to the students in their own room.

3. When working with the concept of warm fuzzy strokes the following chart could be constructed.

"WARM FUZZY" WORD CHART

A	C	G	B	E	A	U	T	I	F	U	L
Y	W	R	T	F	R	I	E	N	D	L	Y
H	A	E	H	E	L	P	F	U	L	S	N
A	R	A	N	C	P	F	G	Y	H	T	T
N	M	T	L	D	L	J	P	K	R	R	F
D	F	I	N	E	E	P	M	A	L	O	S
S	S	I	P	O	A	R	M	N	O	N	M
O	K	M	Q	H	S	S	F	Q	V	G	I
M	S	T	A	L	A	Y	N	U	E	H	L
E	V	U	X	R	N	A	D	I	L	I	I
P	S	W	E	E	T	R	B	E	Y	M	N
G	O	O	D	H	E	A	L	T	H	Y	G

Fine
Kind
O.K.
Beautiful
Friendly
Helpful
Pleasant

Handsome
Strong
Quiet
Smart
Good
Lovely

Warm
Smiling
Healthy
Happy
Sweet
Great

The students might want to make their own warm fuzzy word charts based on their own particular words.

APPENDIX N

REVISED TRANSACTIONAL ANALYSIS WITH CHILDREN

(TAC) PROGRAM

INTRODUCTION

TAC is a program of lessons and activities based on transactional analysis principles. It is designed to help students from grades three to six improve their self concept, enhance interpersonal relationships and increase understanding of self and others.

The program is designed for use by teachers, counsellors, social workers, psychologists, and other professional helpers. In order to use the program effectively it is necessary to have a basic understanding of the transactional analysis framework. This can be accomplished by participating in a short introductory training session or by thoroughly reading the book I'm OK - You're OK by Thomas A. Harris. In addition to acquiring this theoretical background, there is also a need to apply certain personal skills when presenting the material. The trainer will have to be alert to the specific needs and attitudes of the group members. He will also have to possess a certain amount of warmth and tolerance, and be able to communicate this through his actions to the group members.

The TAC program is designed to be used as a flexible guide rather than some form of absolute authority. The twelve lessons represent the minimum amount of instruction necessary for change. There may be several occasions when it is useful to extend a particular topic area beyond the prescribed time limits. This is left to the discretion of the individual trainer.

SECTION ONE - STRUCTURAL ANALYSIS

SLIDES

Lesson One

1. Focus.

2. Ego State Chart, breaking down the ego states into their various components.
(Have a slide introducing each behavior type)

Bossy

3. A child supervising the use of the water fountain. She tells another child, "It is not your turn Johnny! Get to the end of the line."

4. A child tells his mother, "This house is always messy when I bring home friends. It's your job to keep it cleaner."

5. A father tells his son to "Turn off that TV! Right now!"

6. A mother says to her daughter, "You do those dishes - or else!"

Helpful

7. Two girls are roller skating and one girl falls down. The other girl says, "You cut yourself when you fell. I'll go get you a bandage."

8. A daughter makes breakfast and brings it to her mother (who is in bed) so that she can rest.

9. A mother hands a scarf to her son and says, "This scarf will keep you nice and warm while you're outside playing."

10. A boy takes the snow shovel from his father and says, "You've been working hard all day Dad - Let me shovel the sidewalk for you."

Thinker

11. A father asks his son not to play near the hole in the road. His son thinks about it and agrees that it is the wise thing to do."

12. A father asks his son if he has time to help him paint and the son indicates that he does have time.

13. A mother asks her daughter if she has found a dress for the party. The daughter replies that she hasn't found one she likes yet.

14. Two boys are walking along and one of them asks the other if he would like to come over and see his new catcher's mitt. His companion indicates that he would like to see it.

Obedient

15. Daughter tells her mother to hurry up and get that dress finished. Her mother replies, "I'm so slow aren't I. I'll stay up late tonight and finish it."

16. Father tells son to shovel out the driveway. The son replies that he will get to it right away.

17. Mother asks if son is ready for school. He replies, "I'm hurrying as fast as I can Mom!"

18. The teacher tells one of the students to do his homework right away. He indicates that he will start immediately.

Stubborn

19. Father says, "Please don't leave your bike in the driveway" and daughter replies, "I'll leave my bike wherever I want."

20. Son asks mother if she will iron a shirt for him and she responds, "Why should I have to iron your shirts."

21. Lamp is broken and mother asks, "What happened to my lamp?" Son replies, "Why ask me? Figure it out yourself."

22. A student says, "The teacher asked us to hand in our reports today." Another person says, "Well I'm not handing in any report to her."

***Playful**

23. Two children playing tag in a field.

24. A boy and his father play-wrestling in the front room.

Lesson Two

1. Mother says to father, "You should lose some weight - You're too fat!" and he replies, "Yes - you're right, I'll start dieting today."

2. When mother leaves father goes to refrigerator and says, "Ha! Now that she's gone I can eat some of that yummy fudge."

3. Son then comes into the room and says, "Dad - I thought you were supposed to be dieting! How come you're eating fudge?"

4. Father shares the fudge with him and states, "Now don't you tell Mom on me Billy. I'll give you some fudge if you keep it a secret."

5. Billy leaves house saying, "This is good fudge."

6. Another child then comes along and asks what he has got there. He replies, "Some chocolate fudge Susan."

7. Susan says, "You're supposed to offer me some you know!" and Billy responds, "Well gee! I've only got two pieces left."

8. She then says, "Your Mom is going to be made when she finds out you wouldn't share it." Billy gives in and says, "Well okay Susan, take this piece."

9. She replies with indignation, "That's the smallest piece! You're supposed to keep it yourself."

10. He then says, "Oh - take both pieces then."

11. Susan comments, "Oh Billy! Now you don't have any left." He responds, "Well offer me some then."

12. She says, "Here you can have this piece" and he replies "Now Susan - you know you're supposed to keep the smallest piece yourself."

13. She concedes and says, "Oh take the big piece you big smartie."

14. He replies, "I'm sure glad you have good manners Susan."

15. END.

Lesson One

Definition of Terms

Nurturing Parent	- The helpful, supporting, nurturing aspect of the personality.
Critical Parent	- The controlling part of the personality, rigid rules are adhered to and faults are magnified in a tone of righteous indignation.
Adult	- Includes the rational, cognitive part of our natures (referred to as the data processing or computer center); also assumes an executive position and determines when it is appropriate to express Parent or Child behaviors and to what extent these behaviors should be put into operation. ***can be explained as a <u>friend</u> to the other ego states***
Adaptive Child	- Subsumes those types of behaviors that imply compliance, conformity and obedience.
Rebellious Child	- Includes a certain amount of rebelliousness, hostility or stubborness; there is an unwillingness to go along with the dictates of authority figures and often an expression of anger.
Natural Child	- That part of the personality which is spontaneous, playful, fun-loving, creative and uninhibited.

The students should be informed that they will be taking part in a special type of program over an extended period of time. The program is designed to help them better understand themselves and others. Discuss why it is important to have this kind of understanding.

In introducing the program the notion of ego states will be the first concept to be developed. As you will notice, there has

been some changes in labelling. Rather than the traditional terminology, the following adjectives are used to describe the different ways of acting: helpful (nurturing Parent), bossy (critical Parent), thinking (Adult), obedient (adaptive Child), stubborn (rebellious Child) and playful (natural Child). This change in terminology was necessary for the children because of the confusion in using familiar words such as Parent, Adult and Child in a somewhat different framework. If you feel that the students in your group are capable of handling the usual terminology, then proceed with the traditional framework.

Briefly explain the ego states and then use the prepared cartoon slides to illustrate the framework.

SLIDE KEY

(a) bossy

(b) helpful

(c) thinking

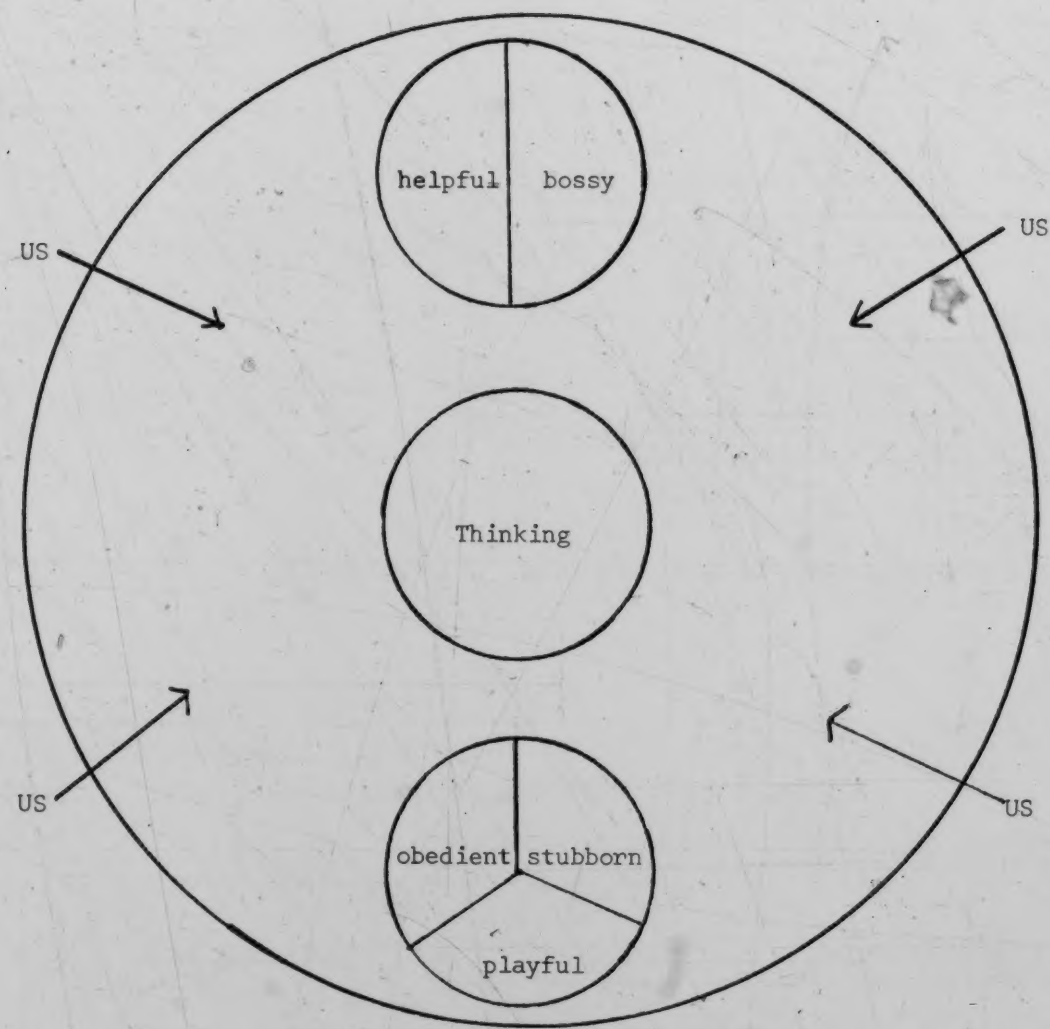
(d) obedient

(e) stubborn

(f) playful

NOTE: The following ego state diagram is outlined in the slide presentation, but it may also be useful to have a similar poster placed in the classroom on a more permanent basis.

EGO STATE DIAGRAM



Lesson Two

Start off with a general review of the transactional analysis system which was introduced in the previous lesson.

After the general review, introduce the second section of the cartoon slides. Begin by going through all the slides very quickly and then go back over each individual frame. Have the children identify some of the various ego states from which the individuals operate (the answers are listed below).

1. bossy - obedient
2. stubborn
3. bossy
4. stubborn
5. thinking
6. thinking - thinking
7. bossy - stubborn
8. bossy - obedient
9. bossy
10. obedient (stubborn)
11. helpful - bossy (stubborn)
12. obedient - bossy (stubborn)
13. obedient
14. bossy (stubborn)

If there is any additional time, have the children give examples from their own personal experience and then try and label the ego states.

NOTE: The brackets refer to the actual ego state in which Billy was operating. Because trickery was involved, Billy used various ego states to reach his goal.

Lessons Three and Four

In these lessons the major emphasis is on Parent and Child modes of interaction. As outlined in the Ego State diagram, there are essentially two ways of acting within the Parent ego state and three ways in the Child ego state. A person can be very critical and bossy, he can be helpful and lifesaving; guarding against potential dangers, he can be obedient and do what he is told, he can be stubborn and resentful, or he can be playful and funloving, enjoying life to the fullest.

To give the ego states a little more impact, have the students do some dramatic presentations. Arrange the desks in a semi-circle with the centre serving as the stage. Ask for volunteers and do some plays using the various means of interaction. This is probably something quite new for them, and it may be necessary to give a certain amount of direction for the plays. For example, the situation might be a bossy child telling another child not to play on the swings. The child on the swings may resent being told what to do and start an argument. Or, on the other hand, the situation might be a helpful child helping another child who has cut himself on the swings. If a play starts to break down, intercede and help the children continue with relevant dialogue. One thing to point out during the demonstrations is the close link between the Parent and Child roles. Ensure that applause follows each performance. Emphasize that participation in the plays is hoped for, but it is still a matter of individual choice.

NOTE: In classes where the children tend to be quite aggressive it might be more beneficial to start with puppet plays before getting into actual dramatic presentations. This reduces the opportunity for overt aggressiveness in the lesson. Role playing may be possible at some later date.

NOTE: If the opportunity presents itself make sure that children get the opportunity to try out unfamiliar as well as familiar roles. For example, if a child is exceedingly bossy, have him adopt the helpful role and observe his reactions.

Lessons Five and Six

The Adult ego state is the main focus of the fifth and sixth lessons. Harris (1969) defines the Adult ego state as a "data processing computer, which grinds out decisions after computing the information from three sources: the Parent, the Child, and the data which the Adult has gathered and is gathering" (p. 53). The Adult is also used to examine Parent data and to evaluate whether the feelings in the Child are appropriate to the present situation. It is the executive of the personality and needs to be in control.

The following stories may be useful in explaining the functions of the Adult. Have the children role play the various situations (or use puppets) and include analysis and discussion after each one.

1. John, Bill and Susan were waiting for a bus to take them downtown. John (stubborn) was very cold and was complaining about the bus being late. Mary (bossy) told him to quit being such a baby. They started arguing and soon were pushing each other into a snow drift. Bill (thinker) saw the bus coming and broke up the fight. Thanks to Bill they managed to catch the bus and got downtown in time to go to the show.

Analysis and Discussion:

(a) Identify the ways in which each person was acting in the story.

(b) Why is it good to act like Bill?

(c) Why do you think that John and Susan acted like they did.

2. Joan and Brian were watching T.V. and their father came home from work. He slammed the door when he came into the house and went upstairs. He (bossy) shouted at them and told them to turn off the T.V. Joan (obedient) shut off the T.V. and quickly went to her room. Brian (stubborn) started to go to his room, but then went

back to the T.V. and turned it on. His father rushed downstairs and gave Brian a good swat. Brian started to cry and ran into his room. Later on, Brian and Joan were talking and Joan (thinker) explained to him that even parents have bad days now and then.

Analysis and Discussion:

(a) Identify the way in which each person was acting in the story.

(b) Why is it good to act like Joan?

(c) Why do you think that Brian and his father acted like they did?

3. Tom was a new student from another country. He (obedient) was very shy and was afraid to meet new people. At recess he sat on the steps and watched the other children play in the playground. Paul (thinker) saw him sitting and thought about whether he should go over and talk with him. If Tom was a good guy he could have a lot of fun with him, if he wasn't a good guy then he could leave him alone. It seemed to be a good idea and he decided to go over and talk with Tom. They soon became good friends and went everywhere together. Paul was sure glad that he had made the effort to get to know Tom.

Analysis and Discussion:

(a) Identify the way in which each person was acting in the story.

(b) Why is it good to act like Paul?

(c) Why do you think that Tom acted like he did?

4. Allan (stubborn) sat at the back of the room and often threw paper clips at the other students. Mark (thinker) decided to talk to him about this. As a result of their talk Allan decided to leave Mark alone. He continued to throw clips at the other students and one day Phillip (stubborn) got so angry that he started to fight with Allan. The teacher (thinker) came over and broke up the fight, and both children had to stay in after school.

Analysis and Discussion:

(a) Why do you think that Allan threw paper clips at many of his classmates?

(b) What do you think that Allan and Mark talked about?

(c) Identify the way in which each person was acting in the story.

(d) Why is it good to act like Mark?

The fourth story can lead into a discussion of "stamp collecting." This goes beyond what is discussed in Harris' book I'm OK - You're OK. The term "stamp collecting" refers to the practice of collecting trading stamps when making purchases and later redeeming them for merchandise.

In terms of human interactions, stamp collecting refers to the particular feelings that the Child ego state collects in a series of transactions. For example, in the fourth story Phillip was saving angry stamps every time that Allan hit him with a paper clip. He finally felt that he had gathered enough anger stamps and cashed them in by fighting. Sometimes people cash in their stamps by directing their anger toward other people who aren't really involved. An example of this is the student who gets heck at home and takes out his frustration on some of his weaker classmates.

Stamp collecting can refer to other types of feelings such as jealousy, fear, sadness, and so on. These are often collected in the same way that people gather anger stamps. In order to change the situation we have to get the Adult working, and try to deal with the problems at the present moment.

NOTE: For further information on stamp collecting refer to the book Born to Win by James, M. and Jongeward, D.

Lesson Seven

In order to clarify the differences between helpful, bossy, thinking, stubborn and obedient ways of acting describe different responses to the same situation. For example, if it happens that Tim is walking to school and Luke runs into him, Luke might say, "Gee, I never even saw you." Tim then can reply with one of the following responses: (a) Why don't you watch where you're going; (bossy) (b) I hope you didn't hurt yourself (helpful); (c) We are lucky not to be hurt (thinking); (d) No kidding (stubborn); or (e) Oh, I should have been watching more carefully (obedient). Give an example of each type of response and have the class identify the ego states of the respondents.

Other situations are as follows:

1. Situation - Your mother is trying to sleep and you are playing in another room. She wakes up and asks you to be more quiet.

Responses -

(a) (bossy) You shouldn't try to sleep during the day.

(b) (helpful) I hope that you can get back to sleep.

(c) (thinking) O.K.

(d) (stubborn) Forget it, I'm not going to be quiet.

(e) (obedient) I just wasn't thinking, I shouldn't be making so much noise.

2. Situation - You are going to the show and lose your money. Your friend says to you, "Did you lose your money?"

Responses -

(a) (bossy) You shouldn't interfere in other people's business.

(b) (helpful) Yes, thanks for your interest.

(c) (thinking) Yes, I did.

(d) (stubborn) You probably stole it.

(e) (obedient) Yes, I should have been more careful.

If there is time have the students suggest more situations and give the different responses.

NOTE: It may be useful to use puppets when describing the various situations. This can also lead to the involvement of some of the children in puppet plays.

SECTION TWO - MOTIVATION AND GAMES

Lessons Eight, Nine and Ten

This is the start of a new section and should be introduced as such.

Strokes are necessary for survival and refer to the attention and recognition we get from other people. When this attention and recognition is positive it is referred to as "warm fuzzy" strokes, and when negative as "cold prickly" strokes. Examples of warm fuzzy and cold prickly strokes are as follows: W.F. - having the teacher say that you really do good work, having someone say that you are sure a kind person, or being hugged by your mom and dad because you're such a wonderful boy or girl; C.P. - causing so much trouble in the classroom that everyone has to tell you to be quiet, pushing or talking back to your parents so that they will yell or give you a slap. Both the warm fuzzies and cold pricklies provide attention and recognition from other people. The only difference is the feelings which are associated with these different types of strokes.

Claude Steiner has written an interesting short story dealing with warm fuzzies and cold pricklies. The story seems appropriate for all ages and should be read to the students.

WARM FUZZIES

"Once upon a time, a long time ago, there lived two very happy people called Tim and Maggie with two children called John and Lucy. To understand how happy they were, you have to understand how things were in those days. You see, in those happy days everyone was given at birth a small, soft, Fuzzy Bag. Anytime a person reached into this bag he was able to pull out a warm Fuzzy. Warm Fuzzies were very much in demand because whenever somebody was given a warm Fuzzy it made him feel warm and fuzzy all over. People who didn't get warm Fuzzies regularly were in danger of developing a sickness in their back which caused them to shrivel up and die.

In those days it was very easy to get warm Fuzzies. Anytime that somebody felt like it, he might walk up to you and say, "I'd like to have a warm Fuzzy." You would then reach into your bag and pull out a Fuzzy the size of a little girl's hand. As soon as the Fuzzy saw the light of day it would smile and blossom into a large, shaggy, warm Fuzzy. You then would lay it on the person's shoulder or head or lap and it would snuggle up and melt right against their skin and make them feel good all over. People were always asking each other for warm Fuzzies, and since they were always given freely, getting enough of them was never a problem. There were always plenty to go around and as a consequence everyone was happy and felt warm and fuzzy most of the time.

One day a bad witch became angry because everyone was so happy and no one was buying her potions and salves. This witch was very clever and she devised a very wicked plan. One beautiful morning she

crept up to Tim while Maggie was playing with their daughter and whispered in his ear, "See here, Tim, look at all the Fuzzies that Maggie is giving to Lucy. You know, if she keeps it up, eventually she is going to run out and then there won't be any left for you."

Tim was astonished. He turned to the witch and said, "Do you mean to tell me that there isn't a warm Fuzzy in our bag every time we reach into it?"

And the witch said, "No, absolutely not, and once you run out that's it. You don't have any more." With this she flew away on her broom, laughing and cackling hysterically.

Tim took this to heart and began to notice every time Maggie gave up a warm Fuzzy to somebody else. Eventually he got very worried and upset because he liked Maggie's warm Fuzzies very much and did not want to give them up. He certainly did not think it was right for Maggie to be spending all her warm Fuzzies on the children and on other people. He began to complain every time he saw Maggie giving a warm Fuzzy to somebody else, and because Maggie liked him very much, she stopped giving warm Fuzzies to other people as often, and reserved them for him.

The children watched this and soon began to get the idea that it was wrong to give up warm Fuzzies any time you were asked or felt like it. They too became very careful. They would watch their parents closely and whenever they felt that one of their parents was giving too many Fuzzies to others, they also began to object. They began to feel worried whenever they gave away too many warm Fuzzies. Even though they found a warm Fuzzy every time they reached into their bag, they reached in less and less and became more and more stingy.

Soon people began to notice the lack of warm Fuzzies, and they began to feel less and less fuzzy. They began to shrivel up and occasionally, people would die from lack of warm Fuzzies. More and more people went to the witch to buy her potions and salves even though they didn't seem to work.

Well, the situation was getting very serious indeed, the bad witch had been watching all of this and didn't really want the people to die so she devised a new plan. She gave everyone a bag that was very similar to the Fuzzy Bag except that this one was cold while the Fuzzy Bag was warm. Inside of the witch's bag were cold Pricklies. These cold Pricklies did not make people feel warm and fuzzy, but made them feel cold and prickly instead. But, they did prevent peoples' backs from shrivelling up. So from then on, every time somebody said, "I want a warm Fuzzy," people who were worried about depleting their supply would say, "I can't give you a warm Fuzzy, but would you like a cold Prickly?" Sometimes, two people would walk up to each other, thinking they could get a warm Fuzzy, but one or the other of them would change his mind and they would wind up giving each other cold Pricklies. So, the end result was that while very few people were dying, a lot of people were still unhappy and feeling very cold and prickly.

The situation got very complicated because, since the coming of the witch, there were less and less warm Fuzzies around, so warm Fuzzies, which used to be thought of as free as air, became extremely valuable. This caused people to do all sorts of things in order to obtain them. Before the witch had appeared, people used to gather in

groups of three or four or five, never caring too much who was giving warm Fuzzies to whom. After the coming of the witch, people began to pair off and to reserve all their warm Fuzzies for each other exclusively. If every one of the two persons forgot himself and gave a warm Fuzzy to someone else, he would immediately feel guilty about it because he knew that his partner would probably resent the loss of a warm Fuzzy. People who could not find a generous partner had to buy their warm Fuzzies and had to work long hours to earn the money. Another thing which happened was that some people would take cold Pricklies - which were limitless and freely available - coat them white and fluffy and pass them on as Fuzzies. These counterfeit warm Fuzzies were really plastic Fuzzies, and they caused additional difficulties. For instance, two people would get together and freely exchange plastic Fuzzies, which presumably should make them feel good, but they came away feeling bad instead. Since they thought they had been exchanging warm Fuzzies, people grew very confused about this, never realizing that their cold prickly feelings were really the result of the fact they had been given a lot of plastic Fuzzies.

So the situation was very, very dismal and it all started because of the coming of the witch who made people believe that some day, when least expected, they might reach into their warm Fuzzy Bag and find no more."[1]

And then a young person from a far off place came to this unhappy

1. Steiner, C.M. A fairytale. Transactional Analysis Bulletin, 1970, 9, 146 - 149.

land. He knew about the bad witch's plan and was sent by his father to free the people. He knew that there was plenty of warm fuzzies for everybody and he gave them to everyone he met. People began to feel better and he told them all about the bad witch. Many of the boys and girls, and their moms and dads listened to him very closely and started to give each other warm fuzzies. They felt much better and tried to tell everyone they met about the message from the young stranger. Some of the people were too scared to believe them, however, and they said that they were liars and fools. They still believed the old witch and decided to do everything they could to make people believe that their warm fuzzies would run out if they weren't very stingy with them.

As of now, it is hard to say what will happen. Some people are giving warm fuzzies to everyone they meet, knowing that they will never run out. Others are jealously guarding them because they are afraid to take a chance. I wonder if the young stranger will ever succeed in freeing all the people from the bad ideas that were taught by the evil witch.

****

At the end of the story it might be beneficial to encourage a short discussion of what was happening in the story. Some of the students may have taken the story rather literally so it is important to stress that by warm fuzzies we are referring to the compliments that we give one another. Try to relate the discussion to the present situation.

Suggest that maybe we should take the advice of the Young

Stranger and give each other a few warm fuzzies. Get the students to provide as many warm fuzzy words as they know (good, strong, beautiful, etc.) and write them on the board. Then divide the students into pairs and ask them to secretly write the warm fuzzy words which seem to describe their partner (answering the question "What I like about you" using from five to ten words from those on the blackboard). When they are finished have them share their warm fuzzies with each other (perhaps even having them introduce their partner to the class using the warm fuzzy words). This exercise may be repeated using different partners.

After this has been accomplished, extend the exercise to include the entire class. This can be done in the following manner - Have everyone pin an empty sheet of paper on their back. Using the warm fuzzy words that are on the blackboard, each person will be required to write one positive word on the backs of the other classmates. For example, if there were thirty persons in the room, each person would end up with twenty-nine warm fuzzy words on their back.

Lesson Eleven

Indicate that "TA Games" are a little different from things like baseball, hockey, kite flying, and so on.

Referring back to the lesson on strokes, introduce TA games as a devious way of getting strokes. Because people don't feel that other people love them enough to give away free strokes they try to figure out devious ways to force people to stroke them.

Games are described by Berne (in Harris, 1969, p. 146) as "an ongoing series of complementary ulterior transactions progressing to a well defined predictable outcome." They are used to 1. provide needed psychological stimulation (stroking); 2. help structure psychological time (keep us from getting bored); and e. affirm the role position of each player (I'm OK - You're OK; I'm OK - You're not OK; I'm not OK - You're OK; and I'm not OK - You're not OK).

There are many different types of TA games and it may be useful to focus on games which seem to have been going on in the classroom. Use puppets or role playing when presenting the games. Some common TA classroom games are listed below:

1. The Tattle Tale Game (Let's You and Him Fight)

In the tattle tale game a student might tattle to the teacher about other students making too much noise. The teacher may then thank the tattle tale for his help (give him a warm fuzzy) and scold the rest of the class. The tattle tale has the fun of watching all the students get heck.

2. Uproar

In this game everyone in the class is talking and making noise. This game is often played when the teacher leaves the room or when the teacher turns his/her back to help another student with some work. There is such a racket that the teacher has to pay attention to everyone in the room.

3. Clown

In this game a person in the class always does stupid things to make everyone in the class laugh at him. Because the person doesn't feel that he can get attention in any other way, he decides to get his strokes by acting stupid.

4. Why Don't You, Yes But

In this game a student comes to the teacher with a problem. For example, suppose that he is finished his work and wants to do something else. The teacher suggests that maybe he could work on his nature project. He replies with, "Yes, but I don't have my scrapbook at school." The teacher then says to him, "Well, why don't you finish your arithmetic assignment." He says, "Yes, but I'm tired of doing arithmetic." And so the game goes on and on. The problem is not solved, but the student has managed to keep the teacher busy discussing it with him.

Discuss some of the games that are played in the classroom - consider the various reasons why games are played and discuss how to discourage this type of behavior.

Lesson Twelve

This last lesson is provided for a general overall review of the material. There are several key points which need to be emphasized.

1. Everyone acts within their Parent (helpful, bossy), Child (obedient, stubborn, natural) and Adult (thinking) ego states at different times. It is important to know how we are acting and how others are responding to us.
2. The Adult ego state usually needs to be developed more fully. In times of difficulty it is usually the Adult which keeps us out of trouble.
3. People need strokes, especially warm fuzzy ones. We need to get then from other people, and in turn should give them abundantly to others.
4. Some people feel that other people won't give them free strokes and try to figure out devious ways to get them (TA games). This usually isn't a very satisfying way of fulfilling our need for strokes and time structure.
5. Many of us don't feel very good about ourselves. We can change this if we use our Adult ego state to change ourselves from frogs or ugly ducklings into princes and princesses. We're all OK.

In addition, this might be a good opportunity to briefly review some of the lessons using role playing or puppet work.

ADDITIONAL SUGGESTIONS

1. The students may be interested in keeping a scrapbook on their TAC activities. This could include items such as: a. the ego state chart; b. drawings of the various ego states; c. examples of different transactions (from their own experience and from cartoons and comic books); d. their warm fuzzy words; and e. a warm fuzzy word chart.
2. The class could be divided into six groups, and each group could devote itself to studying one of the ways of acting (bossy, helpful, thinking, stubborn, obedient, playful). They then could present puppet plays or dramatic presentations based on situations they have devised. These plays could be presented to various other classrooms as well as to the students in their own room.
3. It may be useful to introduce the warm fuzzy idea as a regular "Show and Tell" feature. The students could report on 'nice things that they have done for other people and nice things that others have done for them'.
4. A most effective teaching tool involves the use of "warm fuzzies" as reinforcers. The teacher might want to make a warm fuzzy bag and supplement her verbal compliments with warm fuzzy cotton balls.
5. When working with the concept of warm fuzzy strokes the following chart could be constructed.